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ABSTRACT

Presented is the final report of a 3-year (1970-1973) project, funded by Title III, to develop a model instructional and training program with 10 (five each year) 6- to 8-year-old, multiply handicapped, deaf children at the Indiana School for the Deaf. Described are use of a separate building at the school, experimental summer programs 1969-1972 and staffing consisting of an experienced teacher of the deaf and four home supervisors providing 24-hour supervision, protection, and training assistance. Dissemination activities reported include development of four instructional materials, a television program, and visits from organizations. Evaluation of five children who did not read, write, or communicate prior to the program is given to include grade scores 1.5-1.85 on a reading test, and development of gestural communication. Discussed are 16 project goals such as integrating the students into regular class activities when feasible, use of materials such as Project LIFE, and utilization of community resources. Included are psychological progress reports, plans for continuing the project, and difficulties of program implementation such as finding professionals skilled in testing multiply handicapped students. An appendix contains evaluation materials such as rating scales, dormitory reports, three tests (word recognition, language, and mathematics tests) developed to rate achievement, and student progress records in thinking activities. It also contains a list of recipients of dissemination materials, letters to agencies, and photographs that appeared in publications. (MC)

ED 080757

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INDIANA SCHOOL FOR THE DEAF

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III

PUBLIC LAW 89-10 AS AMENDED

PROJECT NO. 70-322

END OF PROJECT REPORT

1970 - 1973

EDUCATION FOR MULTIPLY HANDICAPPED DEAF CHILDREN

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

July 15, 1973

EC 061921

Printed and Bound
Instructional Media Center
Indiana School for the Deaf
Indianapolis, Indiana 46205

Under Title 1, ESEA

1973

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ESEA , TITLE III

PROJECT NO. 70-322

PROJECT TITLE

EDUCATION FOR MULTIPLY HANDICAPPED DEAF CHILDREN

END OF PROJECT REPORT

September 1, 1970 - June 30, 1973

Prepared By

Windell W. Fewell
Curriculum Projects Director

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

July 15, 1973

ACKNOWLEDGEMENT

Grateful acknowledgement and appreciation is extended to all of the Federal and State Agencies and officials who had a part in the initiation and implementation of this ESEA, Title III Project for the education of multiply handicapped deaf children.

Vital to the success of the project was the sanction, support, and guidance of the administrative officials and staff members of Department of Administration, the State Budget Agency, the Indiana State Board of Health, the Indiana State Department of Public Instruction, and the Indiana School for the Deaf.

The endorsement and enthusiastic support of the Superintendent of the Indiana School for the Deaf, the assistance of many of its staff members, and the use of numerous ancillary services and facilities of the School contributed greatly toward the attainment of objectives which were originally established.

A very special word of appreciation is extended to the staff of the project, the teacher, the houseparents, and members of the regular staff of the School. The success of the project, to a large degree, was dependent upon their skills, enthusiasm, energies, and dedication.

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APPENDIX

Evaluation Materials, Dissemination Materials, Activities, Student Progress Records, Pictorial Description

ESEA TITLE III

PROJECT NO. 70-322

PROJECT STAFF

Project Director	Windell W. Fewell
	Marny Worden Olson*
Teacher of the Deaf	Elizabeth Foster

Houseparents

Cathy Shea Ford
Clark Lareau
Christan Haskin*
Karen Madden*
Richard Waller*
Linda Kleeman
Beth Morton
Nancy Lawrence*
Michael Hughes*
Carolyn Waller*

* Resignations

INDIANA SCHOOL FOR THE DEAF ADMINISTRATIVE STAFF

Superintendent	Alfred J. Lamb
Assistant Superintendent	Jess Smith
Business Administrator	Gregg Hartley
Curriculum Projects Director	Windell W. Fewell

ANCILLARY STAFF

Physician	Dr. Glen C. Lord
Audiologist	Charles Sessler
Head Nurse	Helen Carpenter
Dietitian	Nancy King
Psychiatrist	Dr. Don Churchill

ABSTRACT

PROJECT TITLE: EDUCATION FOR MULTIPLY HANDICAPPED DEAF CHILDREN

In the State of Indiana, and throughout the United States, little has been done in the way of establishing adequate educational programs for deaf children with additional handicaps. This can be emphasized when we consider the mentally retarded deaf. These children are just as deserving and entitled to training and education as are their more normal counterparts; and federal, state, and local governments are just as responsible for providing appropriate educational opportunities for multiply handicapped children as they are for others.

For the past decade, approximately twenty percent of the children seeking admission to the Indiana School for the Deaf have been refused because of multiple handicaps. Of the 177 children who were refused admission since the 1964-65 school year, approximately 100 were classifiable as multiply handicapped. Mental retardation has been a frequent secondary handicap.

In the summer of 1969, with the use of Title I, ESEA funds, experimental classes for muliply handicapped deaf children were conducted on the campus of the Indiana School for the Deaf. This experience, with additional children, was continued during the 1970,1971, and 1972 summer programs. This experimentation, observation of learning difficulties, the advice of professional consultants, and reports from other schools clearly and strongly reveal the urgent need for individualized and highly specialized programs.

The long-term and important goal for this project is to develop a model instructional and training program for multiply handicapped deaf children in order that they may live eventually with some degree of independence, pride, and social competence in their respective communities. Such a program will be a continuation of our present experimental program but on a longer term and more intensive basis. A major objective will be to develop a program that will be of direct service to the participants and one which will serve as a valid guide for future programs at the Indiana School for the Deaf or elsewhere in the State of Indiana. Parent education and involvement will be an integral part of the program. This involved the establishment of a separate residential program at the Indiana School for the Deaf, using an existing building formerly the superintendent's residence. The project will be carried on throughout the regular school year with the

approximate dates being September 1, 1972 to June 1, 1973.

A trained and experienced teacher of the deaf, with additional experience in working with multiply handicapped deaf children, will direct and conduct an educational program for five selected multiply handicapped deaf children. Four home supervisors will provide around-the-clock supervision, protection, and training assistance. Food service, medical care, recreational facilities, psychological service, audiological services, and other institutional resources will be utilized. Whenever feasible, these children will be integrated into the regular program of the school.

Professional evaluation of the children will be made at the beginning,during, and at the end of the project. Appropriate testing materials will be used, observational and anecdotal records maintained; and a continuous experimentation with methods, materials, and techniques will be promoted. Project evaluation and results will be prepared in printed form for distribution to all appropriate state agencies, institutions, schools, or persons.

BEST COPY AVAILABLE

ESEA TITLE III

QUARTERLY REPORT FORM

PLEASE READ THE INSTRUCTIONS BEFORE
COMPLETING THIS FORM.

School District	County	Project Number	Beginning Date	Ending Date
School for the Deaf	Marion	70-322	July 1, 1972	June 30, 1973

NUMBERS REFER TO PROPOSED BUDGET SUMMARY

(1) Account Code No.	(2) Account Code Name	(3) Budget Amount	(4) Unliquidated Encumbrances	(5) Total Paid To Date	(6) Unencumbered Balance
100	Administration	1,275	340.15	362.03	572.82
200	Instruction	14,200	435.40	13,764.87	(.27)
400	Health Services	125	4.81	9.60	110.59
600	Operation of Plant	770	79.76	152.09	538.15
700	Maintenance of Plant	300			300.00
800	Fixed Charges	2,950	3,873.27	2,303.85	(3,227.12)*
900	Food Services	1,080	254.59	778.97	46.44
1100	Residential Care	19,900	4.62	16,802.63	3,092.75
	TOTAL	40,600	4,992.60	34,174.04	1,433.36

CERTIFICATION: I certify that all entries reported herein are properly substantiated; have not been claimed under any other state or federal program for any duplication of support; are in agreement with generally accepted state and federal audit policies, procedures and regulations.

*Deficit due to $1,716.90 Teacher's Retirement not paid/held FY 71 & 72. Also State's share retirement - 9.54% - budgeted 3%.

Signature (Superintendent)	Date	Signature (Treasurer)	Date
	7-16-73		7-16-73

DO NOT WRITE BELOW THIS LINE -- FOR STATE USE ONLY

Title III, E.S.E.A.

☒ Estimated Expenditure Report

☒ Final Expenditure Report Yearly-1972-73

Room 401, State House
Indianapolis, Indiana

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NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	BUDGET PERIOD (Month, day, year)
Indiana School for the Deaf 1200 East 42nd St., Indianapolis, Ind.	70-322	July 1, 1972 - June 30, 1973

PART I - EXPENDITURES

	Functional Classification	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total Expenditure
			Professional	Non-Professional						
	1	2	3	4	5	6	7	8	9	10
1	Administration	100	$	$	$ 88.00	$ 340.15	$192.96		$ 81.07	$ 702.18
2	Instruction	200	13,153.44	16.80		1,009.58			20.45	14,200.27
3	Attendance Services	300								
4	Health Services	400				14.41				14.41
5	Pupil Transportation Services	500								
6	Operation of Plant	600			163.24	68.61				231.85
7	Maintenance of Plant	700								
8	Fixed Charges	800							6,177.12	6,177.12
9	Food Services	900				1,033.56				1,033.56
10	Student-body Activities	1000								
11	Residential ~~Community~~ Services	1100		16,690.05		12.50			104.70	16,807.25
12	Remodeling (if less than $2000)	1220c								
13	Capital Outlay (equipment only)	1230								
14	TOTAL		13,153.44	16,706.85	251.24	2,478.81	192.96		6,383.34	39,166.64

PART II - FISCAL SUMMARY

1.	Amount Authorized	$ 40,600.00
2.	Amount Expended	$ 39,166.64
3.	Unexpended Balance	$ 1,433.36
4.	Cumulative Total	$ 1,433.36
5.	Cash received	$ 40,600.00

Signature of for Superintendent

Date July 16, 1973

☒ Estimated Expenditure Report
☒ Final Expenditure Report Three Year Program

Room 401, State House
Indianapolis, Indiana

BEST COPY AVAILABLE

NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	BUDGET PERIOD (Month, day, year)
Indiana School for the Deaf 1200 East 42nd St., Indianapolis, Ind.	70-322	September 1, 1970 - June 30, 1973

PART I - EXPENDITURES

	Functional Classification	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total Expenditure
			Professional	Non-Professional						
	1	2	3	4	5	6	7	8	9	10
1	Administration	100	$	$	$ 350.44	$ 397.32	$ 325.72		$ 277.51	$ 1,350.99
2	Instruction	200	36,354.78	166.80		2,337.86	151.68		20.45	39,031.57
3	Attendance Services	300								
4	Health Services	400				37.65				37.65
5	Pupil Transportation Services	500								
6	Operation of Plant	600		433.28	440.07	871.02				1,744.37
7	Maintenance of Plant	700							386.45	386.45
8	Fixed Charges	800							9,785.42	9,785.42
9	Food Services	900				2,717.56				2,717.56
10	Student-body Activities	1000		316.36						316.36
11	Community Services	1100		49,812.02		12.50			104.70	49,929.22
12	Remodeling (if less than $2000)	1220c								
13	Capital Outlay (equipment only)	1230						1,882.74		1,882.74
14	TOTAL		36,354.78	50,728.46	790.51	6,373.91	477.40	1,882.74	10,574.53	107,182.33

PART II - FISCAL SUMMARY

1.	Amount Authorized	$ 117,108.00
2.	Amount Expended	$ 107,182.33
3.	Unexpended Balance	$ 9,925.67*
4.	Cumulative Total	$ 9,925.67
5.	Cash received	$ 117,108.00

*Returned $8,492.31 - Dept. of Public Instruction
(Unencumbered '73 FY balance $1,433.36)

Signature of Superintendent

Date July 16, 1973

INDIANA SCHOOL FOR THE DEAF

ESEA TITLE III

PROJECT NO. 70-322
EDUCATION FOR MULTIPLY HANDICAPPED DEAF CHILDREN

END OF PROJECT REPORT
September 1, 1970 - June 30, 1973

I. Final Quarterly Expenditure Report (attached)

II. Expenditure Report for Three Years (attached)

III. Dissemination Report

Information concerning Project No. 70-322, Education for Multiply Handicapped Deaf Children, has been disseminated in a variety of ways: including television presentations, video tape, slides, flyers, exhibits, tours, on-site visitations, educational conferences, printed publications, organizational conferences, organizational journals, through contacts of the local Title III staff, and through numerous staff members of the Indiana School for the Deaf. Distribution of innovative teaching materials to other individuals and agencies has been an effective dissemination tool. Numerous requests for a description of the project and for project materials have been received and have been filled.

The following dissemination activities have been used:

(1) Regular liaison and contacts with the Title III State Director and other personnel of the State Department of Public Instruction through regular reports, financial reports, conferences, written correspondence, and telephone calls.

(2) Regular dissemination of information to the total staff of the Indiana School for the Deaf through personal contact, visits to the Title III Unit, and a weekly bulletin which is distributed to all staff. There are approximately 120 persons on the educational staff, and the total staff number is approximately 300.

(3) Distribution of project description abstracts or flyers to staff members, visitors and to other interested parties.

(4) Distribution of information to parents through the mail and through personal contacts and conferences.

(5) Dissemination of pictures and descriptive material through "The Hoosier" a monthly magazine prepared and printed at the Indiana School for the Deaf. This magazine is distributed to all students, staff members, parents, alumni, subscribers, and to friends of the school. It is exchanged with the publications of approximately one hundred other schools throughout the United States, the total circulation being over 1000 copies.

(6) The teacher, Miss Elizabeth Foster, with the assistance of the houseparents and other staff, prepared and printed four books which were developed for instructional purposes. These books have been distributed to approximately 135 other agencies and have been in continuous demand from those working with multiply handicapped children.
Book titles are as follows: (Samples will accompany this report)

   (a) Programmed Vocabulary Workbook
   (b) Introduction to Association - Visual Perception Exercises
   (c) Programmed Language Workbook for Multiply Handicapped Deaf Children
   (d) "I CAN COUNT", A Workbook for Young Deaf Children

(7) Exhibits at Educational Conferences

   (a) Institute on Innovative Services for Multiply Handicapped Children - August 16, 17, 1972 Indiana State Board of Health
   (b) One Teacher's Institute
   (c) Conference of American Instructors of the Deaf June 24-28, 1973
   (d) Conference on Retardation

(8) On-site visits, tours, conferences, research, and observation.

Perhaps the most accurate and effective dissemination resulted from on-site visitations and observations during times when the program was in actual operation. Approximately 150 such visits by separate individuals or groups were recorded, and numerous others occurred as groups were visiting the Indiana School for the Deaf. Visiting groups represented colleges, universities, high schools, rehabilitation centers, other schools for the deaf, day programs, parents, teachers, and governmental agencies.

(9) Television programs

   (a) TV Station WISH (Channel 8), "Roads to Learning" programs on March 11, 1972. This was a thrity-minute program which was composed of approximately 15 minutes of classroom demonstration with the teacher and the multiply handicapped children involved.

(b) Television program - "Special Me", February, 1972 30 minute program on deafness and methods of instruction.

(10) Promotion of the Interest of Outside Organizations

Several organizations have been actively interested during the project years and have carried information to their own groups as well as contributing to the success of the project. Some of these are as follows:

(a) Indiana School for the Deaf Parent-Teacher-Counselor Organization
(b) Pioneer Club of Western Electric
(c) Northminster Presbyterian Church
(d) Waveland Women's Club
(e) Indiana Association for Multiply Handicapped Deaf
(f) Noble Center for Retarded Children
(g) Delta Zeta Sorority Alumni

(11) Staff Participation in Conferences and Meetings

(a) Institute on Innovative Services for Multiply Handicapped Children - This conference was held on August 16, 17, 1971 at the Indiana State Board of Health and there was opportunity to describe our Title III program.
(b) Miss Elizabeth Foster, Title III teacher, attended and participated in the national conference of the Council of Organizations Serving the Deaf held in Memphis, Tennessee on the dates March 1,2,3, 1972. At her suggestion, the education of multiply handicapped deaf will be included in next year's program and she has been asked to participate in the planning. This convention presented an excellent dissemination opportunity.
(c) Attendance at six state-wide Title III Directors meetings
(d) 1973 Council of Organizations Serving the Deaf - Convention Teacher was a program participant. Williamsburg, Virginia , 1973.

(12) The Indiana Commission for the Handicapped was invited to hold one of its regular meetings at the Indiana School for the Deaf, and such a meeting was held. The Commission members were invited for lunch and there was opportunity to explain the Title III program as well as for all those in attendance to pay an on-site visit.

(13) On November 4, 1971, the project teacher, Miss Elizabeth Foster, visited the Tilden School and special programs for multiply handicapped deaf in St. Paul, Minnesota. Requests for materials from our project resulted from this visit, and the sharing of information proved to be a valuable experience.

(14) An evaluation team from the Title III State Office visited the project on February, 1972 for evaluation purposes.

(15) Project information concerning the Title III television program was presented in the June, 1972 issue of the PACER.

(16 Hon. Larry A. Conrad, Secretary of State, members of his office, and press representatives visited the Title III Project in March, 1972. Lunch was served at the School, and there was an opportunity for the group to see the Title III program in operation and to discuss the needs of this particular group of handicapped children.

(17) ESEA Title III On-Site Evaluation, November 9, 1972

(18) Participation in a Special Report; "Education, U.S.A." prepared by The National Public Relations Association (to be published in 1973)

(19) Instructor's participation in a British Broadcasting Co. radio program in Leeds, England, August 17, 1972

IV. Success and Failures of Dissemination Procedures

In general, and as a whole, the dissemination procedures for Project 70-322 were most successful. The great demand for instructional materials produced by the Project staff is one evidence in support of this statement. Approximately 150 agencies throughout the United States and from 10 foreign countries requested and received materials. The supply of books produced was not sufficient to meet the quantity demands of those making requests. As knowledge of the program and specific materials spread, the demand increased. A weakness might be noted in that our dissemination process did not reach all programs in the State that serve one or more multiply handicapped deaf children, i.e., public school programs or private agency programs.

Being located on the campus at the Indiana School for the Deaf enabled the project to attract more visitors than might have occurred otherwise. For this reason, the number of on-site visitations was large, and seeing the program in operation is perhaps the most effective dissemination practice. During the three-year period, approximately 150 such visitations were recorded, and there were numerous other unrecorded visitations that were incidental in nature and connected with visits to see the regular program of the Indiana School for the Deaf.

More community organizations, service clubs, and other such groups might have been contacted as a dissemination procedure. Little was actually done in this respect.

Though two television programs were produced, more effective use could have been made of mass media including television, radio, and the daily press. No regular reporting system was developed.

The display of program descriptive materials and instructional materials was effective, and particularly so at conferences and meetings. A display of materials at the 1973 National Conference of the Council of Organizations Serving the Deaf led to a deluge of requests for materials and program description.

Though we did make use of the Council of Exceptional Children and its publications in the dissemination process, this source of dissemination might have been used more fully.

Even though we believe our procedures were successful, perhaps the greatest failure in our dissemination efforts was the failure to plan fully, organize more appropriately, and to devote a greater amount of time to this important phase of the project.

V. Adoption of Project Components by Other School Corporations

During the 1971-72 and 1972-73 school years, the State of Indiana supported a program for one class of five multiply handicapped deaf children. The General Assembly passed legislation and funding for this program, and the organization and the instructional program were patterned closely after that used in this Title III Project. All of the materials developed and used in this project were also used in the State-supported program.

Many of the school corporations and other agencies have requested, received, and used the instructional materials produced by the Project personnel. A list of those schools and agencies which have received materials is included in the appendix of this report. Commercially produced instructional materials for multiply handicapped deaf children are extremely scarce, and even those available, in most cases, require some adaptation.

The four books produced and disseminated during the project are as follows:

(1) Introduction to Association

(2) Programmed Vocabulary Workbooks for Multiply Handicapped Deaf Children

(3) Programmed Language Workbook for Multiply Handicapped Deaf Children

(4) "I CAN COUNT" An Arithmetic Workbook for Multiply Handicapped Deaf Children

A list of schools and agencies using these materials is included in the appendix of this report. As the books are not copyrighted, it was suggested to other agencies that they might reproduce as many copies as they needed.

An indirect by-product was the production of four other books for multiply handicapped deaf children. Though this project was funded through ESEA Title I, the Title III instructor, Miss Elizabeth Foster, chaired and participated in the summer workshop which produced these materials. These are as follows:

(1) Learning Activities for Multiply Handicapped Deaf Children Vol. 1 and Vol. 2

(2) Craft Activities for Multiply Handicapped Deaf Children Vol. 1 and Vol. 2

Detailed description of the project has been sent to at least twenty-five other school corporations or state departments responsible for services to multiply handicapped deaf children. Data as to how many other school corporations are using project components, other than instructional materials and procedures, is not available.

VI. Ways or Possibilities of Disseminating Information to Other School Corporations

During the project, information can be disseminated to other school corporations in the following ways:

(1) Development and distribution of brochures which present detailed descriptions of organization, funding, methods, procedures, facilities, and materials.

(2) Participation in conferences, meetings, and seminars where information or demonstrations may be presented to other interested agencies.

(3) Dissemination of project information to others through project consultants.

(4) Use of mass media such as television, radio and the press

(5) Use of displays, slides, 16 mm movies, or video tape presentations at conferences and meetings

(6) Inviting other school corporation personnel for on-site visitation or project personnel visiting other agencies

(7) Dissemination of information through the Department of Public Instruction or other state agencies

(8) Use of direct correspondence.

(9) Use of planned newsletters concerning project activities.

(10) Preparation of articles for school periodicals or journals.

(11) Provision of consultant service to other school corporations.

VII. Evaluation Report Documenting Project Achievement (for 3 years)

September 1, 1970 - June 30, 1973

All of the children selected for this project (70-322) were those who failed to meet the entrance requirements for the regular program at the Indiana School for the Deaf and for whom there was no appropriate program in their own communities. At the beginning of the project none of the children were able to read or write nor were they able to communicate appropriately, either verbally or manually!

Being unable to communicate with their peers and having had very little experience in playing and sharing with other children, all were seriously deprived socially. The major secondary handicap was retardation as judged by initial non-verbal tests and observation. Other problems of a physical and emotional nature were also encountered.

The first class of five children were placed in the State-supported program at the beginning of the second school year, on September 1, 1971. A second group of five multiply handicapped deaf children were then selected to participate in the program. These children were those with the same problems as previously described for the beginning class, and they remained in the project for two years.

The following test results indicate the degree of achievement after two years in the program:

TEACHER: Elizabeth Foster May, 1973

TEST: GATES-MacGINITIE READING TESTS Primary A, Form 1

STUDENT	VOCABULARY			COMPREHENSION			GRADE SCORE
	Number Right	Percentile	Grade Score	N R	P	GS	
Yvonne	24	14	1.5	14	21	1.5	1.5
Cindy Lou	20	8	1.4	13	16	1.5	1.45
Donald	30	27	1.7	22	58	2.0	1.85
Kenny	25	16	1.5	16	31	1.6	1.55

Mike - not tested - entered program at mid-year, November, 1972

ESEA TITLE III

PROJECT NO. 70-322

SUMMARY OF STUDENT PROGRESS

September 1, 1970 - June 30, 1973

Beginning of Program	End of Program
1. Communicated only by gestures	Able to communicate intelligibly using the manual alphabet, signs, reading, and writing.
2. Completely illiterate	Reading at grade one level or above
3. Unable to understand or follow directions	Able to understand and follow simple directions given manually or in writing
4. Unable to communicate with peers	Able to communicate with other deaf children
5. For all practical purposes, no usable vocabulary	Usable vocabulary of one hundred words or more
6. Complete lack of mathematical knowledge	Counting to 100 or more, basic number concepts, simple addition and subtraction, basic coins
7. Inability to play and share with others. Frequent emotional upsets	Able to play and share with others for extended periods without difficulty or upsets
8. Unable to assume responsibility or care for personal items	Able to follow directions, run errands, care for personal clothing and other property and share in household chores
9. Numerous health problems	Corrected problems - Examples: (a) Eye care and glasses as needed (b) Special diets and vitamins (c) Dental care (d) Hearing aids where usable (e) Appropriate medication for mild epilepsy (f) Absence of any serious health problems (g) Appropriate exercise and guided play activities

Student Progress Summary (cont'd.)

10. Shy, fearful, and retiring personalities	Warm, responsive, and lack of fear of adults or peers
11. Unable to participate in group activities with regular school children	Pleasurable participation in numerous regular school activities - both participating and spectator activities
12. Borderline I.Q. or below	Increase of 10% or more in I.Q. scores
13. Little knowledge of social habits and courtesies	Ability to use satisfactory table manners, and able to practice normal courtesies in relationships with adults and peers. Able to select appropriate clothing items for daily wear
14. No knowledge of money and inability to shop independently	Knowledge of basic coins and ability to make simple purchases at a store
15. Unable to correspond in writing	Ability to write simple letters to parents or others
16. Unable to meet admission criteria to regular school program	Ability to participate in special classes in the regular program

The following section of this evaluation report will include the project objectives, and for each a statement indicating the degree to which that particular objective was achieved. More detailed documentation is included in the appendix.

The long-term and important goal for this project has been to develop a model instructional and training program for multiply handicapped deaf children in order that they may live eventually with some degree of independence, pride, and social competence in their respective communities.

A major objective of the project was to establish a small intensive program that would be of direct service to the participants and one which would serve as a valid guide for future programming at the Indiana School for the Deaf or elsewhere in the State of Indiana.

OBJECTIVE NO. 1 To select five multiply handicapped deaf children who are in need of a specialized training program and for whom no appropriate program is available in their own communities.

This objective was accomplished at the beginning of the program. A second class of five multiply handicapped deaf children was selected from the 1971 summer experimental classes. Secondary handicaps included mental retardation, lack of communication skills, visual-perceptual problems, visual-motor problems, emotional disturbances, behavioral abnormalities, immaturity, and social deprivation. The original class of five students was transferred to the State-supported special program for multiply handicapped deaf children.

OBJECTIVE NO. 2 To evaluate the abilities and needs of participating children and to establish individualized goals.

Clinical psychological evaluations were made immediately prior to the beginning of the project. This provided some guides related to individual needs and abilities and some assistance in establishing individual goals. Evaluation forms were developed for the use of the teacher and the houseparents in rating and determining academic, social, and physical needs. These were accompanied by narrative reports and submitted to the project director on a regular basis. The majority of the reports indicated regular progress throughout the project period. These reports were also used for individual assessment at the beginning of each school year. (See appendix for samples)

OBJECTIVE NO. 3 To provide an educational and home life program geared to the needs and capabilities of each child.

This objective was an on-going facet of the project and plans were continually revised in view of the ratings and evaluations mentioned under Objective 2. The group was small enough to allow for individual attention, flexibility, and individual progress according to ability.

The building used for the program, the former Superintendent's residence, provided a rather ideal setting for this project.

OBJECTIVE NO. 4 To provide opportunities that will promote growth in social maturity.

This was also an on-going facet of the program and dependent on continual evaluations of readiness and ability. Opportunities provided were: residential living under supervision at the institution, meal times with the other deaf children in the regular program, sports and recreational activities with the children in the regular program, birthday and holiday parties within the unit, educational and recreational trips away from the school, participation in religious instruction with the regular classes, regular visits home every two weeks, and countless opportunities for sharing.

OBJECTIVE NO. 5 To develop a program that will encompass the physical and health needs of each child.

Physical examinations and audiometric testing were accomplished either prior to or near the beginning of the project. The children were evaluated weekly, and the physical needs of each were written into the plans for the coming week. Initial medical and dental examinations were made by school personnel and their recommendations were followed.

The teaching of personal grooming and health care required continual supervision, experimentation, and concentration. The children showed a marked improvement in these areas as well as in motor skills. All of the children learned to ride a two-wheel bicycle or to perform other motor skills which they did not possess in the beginning.

Hearing aids, glasses, dental care, and medical care were provided as needs arose or were discovered.

OBJECTIVE NO. 6 To measure and record educational and social progress.

With the exception of the one six year old child who came in late, all of the children learned to read, write, count, and do simple computations. Their vocabularies increased from zero to approximately 100 words.

Evaluation forms mentioned under Objective 2 were used throughout the project period.

Educational progress was recorded and regular progress reports were sent to parents. (See appendix)

Four of the children had grade averages of approximately 1.5 as measured by the Gates-MacGinitie Reading Test. Four of the children could count to 100.

OBJECTIVE 7 Whenever feasible, to integrate participating students into the activities of the regular school program.

Considerable success was experienced in integrating the students into the activities of the regular school program. Following are examples: (a) using the primary unit library on Mondays of each week, (b) participating in the primary unit art classes on Tuesday of each week, (c) participating in gym classes with other deaf children for one period each week, (d) participating in holiday programs with other deaf children, (e) regular association with primary children at meal time, (f) participation in religious instruction held in other units, and (g) attending sports events or other activities involving the total school population.

OBJECTIVE NO. 8 To modify an existing building facility (formerly the superintendent's residence) in such a manner as to make it appropriate for the educational and home life programs.

This objective was accomplished, for the most part, at the beginning of the program. The dining room was converted into a classroom by the addition of student furniture, a teacher's desk, an overhead projector, bulletin boards, a chalkboard for the wall, and the installation of a doorway to the entrance hall. A one-way glass panel was installed at the side of the door for visitor observation. There were sufficient bedrooms for both the children and the houseparents. The house is particularly suitable for this type of program because of its homelike environment and equipment. The large sun room made an excellent indoor play area. The close proximity of the building to the primary unit simplified meal-time and other group living activities. The large living room was attractively furnished and equipped with a television set. The fully-equipped kitchen was helpful in the provision of snacks, birthday parties, and in teaching environmental vocabulary. Such a setting was rather ideal from the viewpoint of parent education and in demonstrating ways in which parents might contribute to the educational process at home.

The first class of five children continued to live in this residence, though their classroom was in another location. The State-supported program provided additional houseparents.

OBJECTIVE NO. 9 To experiment with instructional methods, materials, and techniques.

Continual effort was made to experiment with and develop new materials, techniques and methods. Frostig materials and those developed in summer materials workshops were used by teachers. Project LIFE materials and equipment were used with good results, and representatives from Washington, D. C. were pleased with the way they were being used. Continued experimentation was carried on with both teacher-made and commercially produced materials. The small Tutor-gram machines were particularly helpful, and blank cards could be used for teacher programming.

All of the houseparents were scheduled into the classroom and the instructional media center as para-professional teacher aides to assist in preparation of educational materials and to work with the children under the direct supervision of the teacher. The houseparents also worked with the teacher in making daily plans for after-school activities.

An additional innovative aspect of the program was houseparent visits to parents' homes for the purpose of discussing their children's social and emotional progress and for making suggestions concerning particular and individual problems.

Experimentation with these ten severly deaf and multiply handicapped children indicated that speech training was not feasible with this group; with the exception of one child who had some hearing but had not used his speech and hearing because of emotional problems.

Continual experimentation was conducted in the areas of: behavior modification, reading materials, numbers, writing, sense training, and motor control.

SPECIAL EQUIPMENT AND MATERIALS USED IN THE TITLE III PROJECT, EDUCATION FOR MULTIPLY HANDICAPPED DEAF CHILDREN, 1970-1973.

1. Project LIFE
    - (a) Programmed Perceptual Training
    - (b) Thinking Activities
    - (c) Programmed Language Exercises
2. Frostig Visual Perception Exercises
3. Fitzhugh Plus Program
4. Tutor-grams
5. O'Hare Starite Program
6. Developmental Learning Materials
7. Language Master
8. Voice Level Indicator
9. Jay L. Warren Gated Compression Amplifier
10. Milton Bradley Early Childhood Enrichment Series, Language and Mathematics

11. Teacher-made materials

12. Instructional Materials for Multiply Handicapped Deaf Children-visual and manipulative materials produced in summer workshops by teachers of the deaf.

13. Television

14. Video Tape

15. 8 mm and 16 mm films

16. Slides and film strips

17. Overhead Projectors

18. Story books in signed English

19. Teacher-made workbooks (1) learning activities, (2) craft activities, (3) programmed vocabulary, (4) programmed language (5) association exercises, and (6) arithmetic (numbers).

OBJECTIVE NO. 10 To provide inservice training for the houseparents in order that they might gain understandings and be able to complement the educational process.

Inservice training for houseparents continued throughout the project period and included the following:

(a) Regular attendance in classes for manual communication.

(b) Observation of classroom instruction at all levels.

(c) Working with children in the classroom under teacher supervision.

(d) Participation with children in the regular school program in physical education, woodworking, and art. Techniques and methods learned were applied in their work with the multiply handicapped deaf children.

(e) Assistance in learning manual communication was provided by one of the houseparents who is deaf.

(f) The houseparents were assigned regular reading assignments by the classroom teacher.

(g) Participation of houseparents in the planning and production of instructional materials for multiply handicapped. (See programmed instruction books)

(h) Cooperative planning with the teacher for out-of-school activities.

OBJECTIVE NO. 11 To make use of community resources, agencies, or persons, in program development.

Numerous trips away from the School provided for broadened social contacts and educational experiences. Examples of such trips are as follows:

(a) Meals at a local restaurant with houseparents helped to evaluate the children's ability to cope with such a social situation, broadened the children's experience, and demonstrated needs for training in particular aspects of living.

(b) A trip to Weir Cook Airport with houseparents.

(c) An excursion to the Glendale Shopping Center

(d) A sightseeing trip to the downtown area of Indianapolis

(e) Attendance at varsity sports events and at all school convocations

(f) A trip to a farm

(g) Trips to the Zoo

(h) Trips to the Children's Museum

The Parent-Teacher-Counselor Organization of the Indiana School for the Deaf took an active interest in the Project and made available one hundred dollars each year to be spent for recreational materials or any other needed items.

Mr. Evans of the Western Electric Co. Pioneer Club was actively interested in the Project and constructed educational and recreational materials for use by the children. This Club also sponsored Christmas and Easter parties for the children each year.

Older girls in the regular school program were volunteers in helping to supervise the children during after-school and recreational periods.

Educational materials produced for multiply handicapped deaf children in Title I Summer Workshops were used in the instructional program.

Program guidance and assistance was obtained from the Title III Director, Assistant Director, Consultants, and other personnel in the State Department of Public Instruction.

Advice and assistance from the administrative and professional staffs were most helpful in program planning and implementation. (Indiana School for the Deaf personnel)

The Couples Class from the Northminster Presbyterian Church of Indianapolis arranged for trips to the Indianapolis Zoo and Easter Day picnics at Broadripple Park.

The Waveland Women's Club arranged Christmas parties for the children as did the Pioneer Club of Western Electric Company.

OBJECTIVE NO. 12 To make full use of the resources at the Indiana School for the Deaf.

The many resources at the Indiana School for the Deaf were invaluable in carrying out the Project and contributed much to its success. The building which housed the Project (former superintendent's residence) was particularly suitable for this type of program and in meeting many of the objectives set forth. Other resources used were as follows:

(a) Audiology Department

(b) Social Service Department

(c) Hospital, medical, and dental staffs

(d) School Psychologist and Psychiatrist

(e) Dietary Staff and facilities

(f) Maintenance staff and facilities

(g) Business office and accounting staff

(h) J. L. Caskey Activity Building and facilities (gym and swimming pool) - playground areas.

(i) Programs on the regular school schedule which are produced by other children.

(j) Primary Unit art department and staff

(k) Intermediate Primary Library materials

(l) Instructional Media Center, facilities, and staff production of visual aids for classroom use.

(m) Sunday church buses used in the regular program

(n) Homegoing buses

(o) Parent-Teacher-Counselor Organization

(p) Superintendent and other administrative staffs

(q) The teaching staff - contribution of program suggestions

(r) Captioned films depository (U.S. Regional Depository at the Indiana School for the Deaf).

(s) Help with supervision from students in the high school department

(t) Custodial help from high school students in the work-study program

(u) Regular parent education programs

OBJECTIVE NO. 13 To establish and promote a parent education program.

An active parent education program was planned and implemented. Important elements of this program were as follows:

(a) Initial steps included preparation of sample letters by the teacher to show parents how to write understandable communications to their children. These were sent to each parent.

(b) Folders of children's work were sent home with the children.

(c) A brochure on various approaches to communication with the deaf was sent with a letter to the parents.

(d) Films on the education of multiply handicapped children were scheduled for afternoons when the parents arrived to take children home for vacations.

(e) Visits by houseparents to the homes of the children.

(f) Consultation with parents on programmed activities for their child.

(g) Letters to parents were prepared by the teacher and sent every two weeks. These letters were concerned with the child's progress or any particular problems.

(h) Information and suggestions to parents by the teacher were given to prevent regression during holiday and vacation periods.

(i) Parents were invited to attend the Pre-school Parents' Conference held at the school. These were three-day residential conferences held in August prior to the opening of the regular school program each year.

(j) All parents received the Parent Education Handbook which was produced in the Parent Education Workshop of the 1970 summer program. The staff of this workshop consisted of a dormitory dean, a teacher of the deaf, and a parent of one of the deaf students in the regular program. This book offers numerous suggestions for parents of deaf children and contains descriptions of the various facets of the total program.

(k) Simple report cards were sent to parents at the end of each grading period (quarterly) and at the end of each school year.

(l) Booklets on the children's new vocabulary were sent to the parents by the teacher.

(m) Teacher-parent conferences at the school and parent observation of the instructional program in operation.

(n) Encouragement of parents to learn manual communications. Manual communication textbooks were available at the School.

(o) Monthly mailing of parent education booklets which were produced in the regular school parent education program.

OBJECTIVE NO. 14 To establish or develop standards and criteria that will be helpful in future programs.

Recommendations coming from this program will be developed and written up as guidelines for future programs, and these will be made available upon request to those interested in establishing or operating such a program.

Tentative recommendations or guidelines concerning future programs for multiply handicapped deaf children include the following:

(a) Because of the very highly specialized nature of the program, a separate facility is recommended. The advantages of having such a facility near the Indiana School for the Deaf has been very obvious (see Objective No. 12)

(b) A trained and experienced teacher of the deaf is a "must" in such a program. Knowledge of retardation and experience with teaching retarded children is desirable.

(c) A carefully planned intensive houseparent training program is most important to the total educational process and the integration of services.

(d) Teacher-pupil ratio should be no larger than one to five and the same ratio is recommended as far as houseparents, and pupils are concerned. With more severe handicaps, this ratio should be reduced.

(e) A complete evaluation by a competent child psychologist who is experienced in working with deaf children is essential in establishing individual needs, goals and capabilities. A continual evaluation should be a part of the program.

(f) The sign language and finger spelling have proven to be useful tools in communicating with multiply handicapped deaf children. All communicative methods should be tried and used whenever appropriate. The total communication method is recommended.

(g) A well-planned program of parent education that is carefully executed can contribute much to the child's success. Parents need to know and accept the child's limitations and capabilities and ways of helping their child when he is at home.

(h) A perception test should be available for all of the children - such as the Frostig, the Purdue Motor Survey, or a test for learning disabilities.

(i) A specific sequential curriculum should be designed for multiply handicapped deaf children.

(j) A broad and diversified physical education program is needed.

(k) A broad variety of experiences are needed for social and emotional growth.

(l) Programmed materials such as Project LIFE, Tutorgrams, and other commercially produced materials, and teacher-made materials can be profitably used in the instructional process and training.

(m) Teachers and houseparents should be familiar with techniques of parent counseling.

(n) The establishment of a state-supported regular program of education for multiply handicapped deaf children is recommended. Such a program should be on a larger scale yet still applying the same principles and many of the practices used in this Title III Project.

(o) Activities should be integrated with those of the regular program.

OBJECTIVE NO. 15 To provide for adequate project supervision.

The project was under the supervision of the Curriculum Projects Director of the Indiana School for the Deaf. The teacher spent considerable time in counseling and training houseparents, and this added considerably to the success of the program. Time for closer and more direct supervision would have been helpful and could have promoted more research. Administration and supervision were handled on a part-time basis.

OBJECTIVE NO. 16 To maintain appropriate liaison with involved agencies or persons and the community.

The Curriculum Projects Director served as the liaison agent with the State Department of Public Instruction by submitting reports and maintaining regular contacts with the Title III Office. Regular liaison with the Superintendent, Assistant Superintendent, and other officials at the Indiana School for the Deaf was also maintained on a regular and continuing basis. Program activities and other events were announced regularly through the weekly staff bulletin. On site visitations were encouraged.

Indiana School for the Deaf
1200 East 42nd Street
INDIANAPOLIS, INDIANA 46205

PSYCHOLOGICAL PROGRESS REPORT
Multiply-Handicapped Unit
Child A

Child A was first seen in the Audiology Clinic at ISD when she was four years old. Testing revealed a profoundly deaf girl functioning in the upper portion of the educable retarded range of intelligence. Enrollment at ISD was not recommended.

She had been enrolled in a community deaf preschool for one year when she was again seen at ISD. Although her general behavior and approach to tasks had improved, Child A continued to function in the retarded range.

After an additional six months of this preschool training, she was again evaluated at ISD and was found to be functioning in the borderline range on screening tasks.

She continued that preschool enrollment until attending the summer experimental program at ISD in 1971. The evaluation completed at that time using formal tests showed continued intellectual functioning in the borderline range.

The final evaluation was conducted in mid-May, 1973, as Child A was completing her second year in the Multiply-Handicapped Unit at ISD. Her attention and approach showed great improvement despite a tendency to perseverate. Formal test results were in the average range. She did well in concrete situations but showed difficulty with abstract tasks and with visual-motor integration.

Susan W. Shults

June 1973

Susan W. Shults
School Psychologist
Indiana School for the Deaf

Indiana School for the Deaf
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INDIANAPOLIS, INDIANA 46205

PSYCHOLOGICAL PROGRESS REPORT
Multiply-Handicapped Unit
Child B

The initial psychometric evaluation of record was conducted at a center in Child B's community. She was then eight years old. Formal testing revealed functioning in the educable retarded range with concomitant visual-motor problems.

Although she was not accepted for enrollment at ISD at that time, it was recommended that she participate in the summer experimental program in 1971. Her work during the evaluation that July fell in the lower portion of the borderline range and continued to show severe perceptual-motor problems.

The final evaluation was conducted in mid-May, 1973, as Child B was completing her second year in the Multiply-Handicapped Unit at ISD. She understood directions, was fairly well organized, and was not distractible. According to her performance on formal intelligence tests, she was functioning in the borderline range. Perceptual-motor skills were significantly lower.

Susan W. Shults

June 1973

Susan W. Shults
School Psychologist
Indiana School for the Deaf

Indiana School for the Deaf
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INDIANAPOLIS, INDIANA 46205

PSYCHOLOGICAL PROGRESS REPORT
Multiply-Handicapped Unit
Child C

The initial psychometric evaluation of record was conducted at a center in Child C's community. Intellectual function on screening items was found to be in the borderline to dull average ranges.

When first seen at ISD, he was 5½ years old. Testing revealed a severely hearing impaired boy who performed in the borderline range on screening tasks.

Although he was not accepted for enrollment at ISD, it was recommended that he participate in the summer experimental program in 1971. Evaluation at that time was initially unsuccessful due to withdrawal behavior but was eventually accomplished, yielding results in the borderline range of intelligence. Visual-motor integration was severely impaired.

The final evaluation was conducted in mid-May, 1973, as Child C was completing his second year in the Multiply-Handicapped Unit at ISD. He was generally cooperative but seemed anxious and unsure about his own abilities. Frustration was evident on the more difficult items. His general performance level fell in the dull average to low average ranges. Visual-motor integration, however, was significantly lower.

June 1973

Susan W. Shults
Susan W. Shults
School Psychologist
Indiana School for the Deaf

Indiana School for the Deaf
1200 East 42nd Street
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PSYCHOLOGICAL PROGRESS REPORT
Multiply-Handicapped Unit
Child D

Child D was first seen in the Audiology Clinic at ISD when he was almost seven years old. Testing revealed a deaf boy whose performance fell in the borderline to dull average ranges. He was not accepted at ISD and continued in a pre-school program in his community.

In the summer of 1971, he participated in the experimental program at ISD. The evaluation during that period revealed ability in the borderline range.

The final evaluation was conducted in mid-May, 1973, as Child D was completing his second year in the Multiply-Handicapped Unit at ISD. He continued to be a slow moving youngster and to exhibit some directional confusion. Formal testing results suggest functioning in the dull average to low average ranges. Visual-motor integration, however, was significantly below his general ability level.

Susan W. Shults

June 1973

Susan W. Shults
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Indiana School for the Deaf

Indiana School for the Deaf
1200 East 42nd Street
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PSYCHOLOGICAL PROGRESS REPORT
Multiply-Handicapped Unit
Child E

Child E was first seen in the Audiology Clinic at ISD when he was under four years of age. Testing revealed a profoundly deaf boy who refused to complete the tasks presented and could attend for only very short periods. Clinical opinion was that he was, however, capable of functioning within normal limits. It was recommended that he continue in his present preschool program. He later received private tutoring.

When again seen for evaluation at age 4½, he was disinhibited, hyperactive, and tearful. It was recommended that he participate in the summer experimental program at ISD in 1972. When evaluated during this program, he performed in the dull average range on one test and in the high average range on another test which involved more concrete, manipulative tasks.

The final evaluation was conducted in mid-May, 1973, as Child E was completing his first year in the Multiply-Handicapped Unit at ISD. His movements were slow and lethargic and he appeared insecure regarding his own abilities. His attention was flighty and needed periodic refocusing. He also evidenced directional confusion. Test results fell in the dull average to low averages ranges of intelligence. Visual-motor integration was also at this level.

Susan W. Shults

June 1973

Susan W. Shults
School Psychologist
Indiana School for the Deaf

VIII. School Corporation Plans for Project after Phase Out of Federal Funds

The Indiana School for the Deaf, through State financial support will continue the project with approximately the same procedures and program format that were used in the ESEA Title III Project. All of the curriculum materials and equipment used in the Title III Project will be used in the State program. Five children will be involved.

In its last biennial budget preparation, the Indiana School for the Deaf requested funds for a one hundred bed unit for multiply handicapped deaf children. Suggested staffing, facilities, and procedures followed those of this Title III Project. Though the General Assembly did not act favorably on this request, attention has been called to the great need, and it is a reasonable assumption that this had some influence on the decision to fund the Silvercrest Hospital in New Albany, Indiana as a center for multiply handicapped children.

IX. Specific Barriers Encountered in the Implementation of the Project

There were no serious barriers encountered in implementing the project, and this was due largely to the fact that the Indiana School for the Deaf gave its full cooperation and support.

One particular difficulty was the problem of locating professionals who have the experience, knowledge and ability to use educational and psychological testing materials with multiply handicapped deaf children who have extremely limited communication skills. Related to the same problem is the almost complete lack of suitable standardized testing materials for this type of child.

Lack of measuring devices and skills and lack of professional staff to apply these and record accurate results were barriers that led to less objectivity in the total program and less accuracy in determining individual needs and programs.

Inability to establish regular and frequent contacts with some of the parents presented some problems, though fortunately two of the children who were wards of the Court were finally placed in desirable homes.

The tendency for the regular school staff and others to place a "label" on the children was not a serious barrier but did create some difficulties. Actually the children had considerably more potential than we had previously judged.

The necessity to comply with all state employment procedures and state purchasing procedures created some delays in filling vacancies and in securing needed supplies and equipment promptly. Dual accounting was also necessary as the federal and state classifications are different. However, these were more of a delaying nature rather than being an insurmountable barrier.

X. Advisory Council Activity Report

Members of the Title III Advisory Council have been active during the project in a variety of ways that have been supportive to the project either directly or indirectly. Some of these activities were as follows:

(1) Frequent and regular contacts with legislators and government officials for the purpose of promoting desirable legislation, programs and assistance for multiply handicapped children.

(2) Attending conferences and meetings concerning the multiply handicapped.

(3) Serving actively in voluntary organizations, serving the handicapped

(4) Promotion of the interest of community groups and organizations in the project and encouraging their participation.

(5) Provision of financial or other assistance in the improvement of the physical appearance of the children's living quarters.

(6) Providing assistance in acquiring needed recreational supplies and equipment.

(7) Serving as a liaison agent with community groups and organizations and dissemination of project information.

(8) Stimulating the interest of government officials in the project and in programs for multiply handicapped children.

(9) Promotion of project volunteers.

(10) Assistance in coordinating the program with that of the regular school.

XI. Number of Teachers, Students, and Parents Actually Involved in the Project*

Students - 10
Teachers - 1
Parents - 10
Houseparents - 10
Ancillary Staff (Indiana School for the Deaf)

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* See Project Staff - page iii at the beginning of this report.

XII. Type of Handicap and Students

All of the ten children in the Project were classified as multiply handicapped deaf children. All of the children with the exception of one are severly deaf, and their major secondary handicap is mental retardation.

General characteristics of the ten participating children were as follows:

(1) Age 6 - 8 (at the beginning of the project)
(2) Severly deaf
(3) Below average intelligence quotient (60-70) (initial testing)
(4) Low achievement level
(5) Lack of communication skills
(6) Perceptual problems
(7) Weakness in motor skills
(8) Emotional problems
(9) Socially immature for age
(10) Attention seeking
(11) Denied admission to other programs
(12) Starting experience - a six weeks summer program at Indiana School for the Deaf
(13) Physical or organic problems

XIII. Non-Public School Participation

The Project was implemented at the Indiana School for the Deaf, and there was no involvement as related to non-public schools. All rac are acceptable for admission, and the regular school population represents a variety of religious faiths and creeds.

The numerous ancillary services of the Indiana School for the Deaf were highly important to the success of the program.

XIV. Suggestions for Improvement of ESEA Consultative Assistance to Projects.

If consultative assistance for the Project was inadequate, it was perhaps due more to the failure to request assistance rather than failure to provide it. Sincere interest in the Project was displayed throughout its tenure and helpful advice was offered whenever requested. The several meetings with all project directors were most valuable in providing needed instruction, information, and advice.

Despite the limitations of staff, time, and the large number of projects throughout the State, more on-site visitations could have been helpful. This would enable the Consultant to get a clearer picture of the project and to offer regular constructive criticism or suggestions.

Desirable changes might be made before too long a delay. The one on-site evaluation is a good procedure, but the feeling persists that more than this is needed to comply with the full purpose of ESEA Title III.

There were no funding problems and as a whole the Project progressed quite smoothly. This was due, in no small degree, to the carefully prepared outline of procedures and other instructions that were distributed regularly from the State Title III Office.

ORIGINAL EQUIPMENT INVENTORY
ESEA TITLE III
Room 401, State House
Indianapolis, Indiana

ESEA Title III - 1970-1973

County Marion **Project No.** 70-322

School Name Indiana School for the Deaf

INSTRUCTIONS:
Column 1: Use item No. from application
2: Estimate of useful life in months
3: Use Serial or Model No. of item
4: Abbreviate where necessary
5: Use Date of Invoice/Acquisition
6: Use Total Cost of Item over $25

(1) Item No.	(2) Est. Life	(3) Serial/Model No.	(4) Equipment Description	(5) Inv. Date Mo. Yr.	(6) Total Cost	Office Use Act.
	YEARS 10	Sears	Super Gym	10/15/70	$ 90.00	
	5	Sears	Wood Stake Wagon	10/15/70	17.00	
	5	Sears	Girl's 26" Bicycle	10/15/70	31.50	
	5	Sears	Boy's 26" Bicycle	10/15/70	31.50	
	8	Frigidaire 24Y53293	Air Conditioner	11/6/70	220.00	
	5	Playground	Litter Clown, Lge.	11/10/70	79.00	
	5	Playground	Litter Lion, Lge.	11/10/70	79.00	
	5	Playground	Engine That Could	11/10/70	316.00	
	5	Playground	Tetherball Perm.	11/10/70	37.00	
	10		Storage Cabinet	1/7/71	54.90	
	15		File	1/7/71	56.41	
	5	Mod. 41101 Ser. 25010467	18" Color T.V. Sears	1/8/71	246.50	
	10		Reversible Chalkboard	1/8/71	52.50	
	10		Adjustable Table	1/8/71	46.00	
	10		12" Deep Shelves	1/8/71	12.55	
	10		4 shelf unit - 2 @ $10.80 ea.	1/8/71	21.60	
	3		Square Hassock - 4 @ $5.40 ea.	1/8/71	21.60	
	5		Table w/leaves	1/8/71	43.15	
	10		2 Drawer File @ $42.97 ea.	4/14/71	85.94	
	8	SRPM 100	Student Response Program Master	8/30/71	198.50	

DATE SUBMITTED:
July 15, 1973

SIGNATURE:

OFFICE USE ONLY:

Date Received From School or District

Date Edited

Date Filed

ORIGINAL EQUIPMENT INVENTORY
ESEA TITLE III
Room 401, State House
Indianapolis, Indiana

ESEA Title III 1970-1973

County Marion Project No. 70-322

School Name Indiana School for the Deaf

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Column 1: Use item No. from application
2: Estimate of useful life in months
3: Use Serial or Model No. of item
4: Abbreviate where necessary
5: Use Date of Invoice/Acquisition
6: Use Total Cost of Item over $25

(1)	(2)	(3)	(4)	(5)	(6)	
	Est.			Inv. Date		Office Use
Item No.	Life	Serial/Model No.	Equipment Description	Mo. Yr.	Total Cost	Act.
1	5	SRPM 100	Perceptual Trng. Ser. Project Life	8/30/71	135.00	
2	5		Tutorgram Teaching Unit with Carrying Case	3/14/72	49.00	

ATE SUBMITTED: July 15, 1973

SIGNATURE:

FFICE USE ONLY:

ate Received From School or District

Date Edited

ate Filed

APPENDIX

I. EVALUATION TECHNIQUES

II. DISSEMINATION

III. COOPERATION WITH OTHER AGENCIES

IV. LEARNING ACTIVITIES

I. EVALUATION TECHNIQUES

RATING SCALE
M. H. UNIT 1970 - 71

CHILD ____________________

EVALUATOR____________________

DATE ____________________

Each child compared with others in the group.

1. Superior
2. Above Average
3. Average
4. Below Average
5. MUCH Below Average

A Is making progress
B Slight progress
C No progress
D Has regressed

I. Academic

A. Reading

1. Words	1 2 3 4 5	A B C D
2. Sentence	1 2 3 4 5	A B C D

Comments

B. Writing

1. Words	1 2 3 4 5	A B C D
2. Sentence	1 2 3 4 5	A B C D

Comments

C. Arithmetic

1. Counting 1 - 5	1 2 3 4 5	A B C D
2. Recognition 1 - 5	1 2 3 4 5	A B C D
3. Counting 1 - 10	1 2 3 4 5	A B C D
4. Recognition 1 - 10	1 2 3 4 5	A B C D
5. Addition 1 - 5	1 2 3 4 5	A B C D
6. Addition 1 - 10	1 2 3 4 5	A B C D
7. Subtraction 1 - 10	1 2 3 4 5	A B C D

Comments

II. Social Factors

A.	Adjustment to daily routine	1 2 3 4 5	A B C D
B.	Adjustment to new events	1 2 3 4 5	A B C D
C.	Relationship with adults	1 2 3 4 5	A B C D
D.	Relationship with peers	1 2 3 4 5	A B C D

Comments

III. Behavioral Factors

A.	Motivation for school success	1 2 3 4 5	A B C D
B.	Attention span	1 2 3 4 5	A B C D
C.	Stays with work until completion	1 2 3 4 5	A B C D
D.	Accepts discipline	1 2 3 4 5	A B C D
F.	Accepts direction	1 2 3 4 5	A B C D

Comments

D. Communication

1. Receptive

a)	oral	1 2 3 4 5	A B C D
b)	fingerspelling	1 2 3 4 5	A B C D
c)	signs	1 2 3 4 5	A B C D
d)	gestures	1 2 3 4 5	A B C D

2. Expressive

a)	oral	1 2 3 4 5	A B C D
b)	fingerspelling	1 2 3 4 5	A B C D
c)	signs	1 2 3 4 5	A B C D
d)	gestures	1 2 3 4 5	A B C D
e)	drawing	1 2 3 4 5	A B C D

Comments

M. H. UNIT

RATING SCALE

CHILD ____________________
EVALUATOR_________________
DATE _____________________

Each child compared with others in the group.

1. Superior
2. Above Average
3. Average
4. Below Average
5. MUCH Below Average

A Is making progress
B Slight progress
C No progress
D Has regressed

Mark any question with n/o if you have not had an opportunity to observe it.

DORMITORY

SELF CARE

Dress	1 2 3 4 5	A B C D
Eating	1 2 3 4 5	A B C D
Housekeeping	1 2 3 4 5	A B C D

SELF CONTROL

At Play	1 2 3 4 5	A B C D
At work	1 2 3 4 5	A B C D
Under Supervision	1 2 3 4 5	A B C D
Without Supervision	1 2 3 4 5	A B C D

ACTIVITIES

Finds his own Activity	1 2 3 4 5	A B C D
Participates in arranged activities	1 2 3 4 5	A B C D

RELATIONSHIPS WITH:

Peers	1 2 3 4 5	A B C D
Older & Younger Students	1 2 3 4 5	A B C D
Staff	1 2 3 4 5	A B C D

Comments:

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of Kenny

School year ending June, 1973

Teacher E. Foster

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	1	6	7	8½

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are bost able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

---

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

TEACHER	PARENT
First Report	
Kenny is becoming more independent now	
Second Report	
If Kenny thinks that some activity is too hard then it is almost impossible to prove to him otherwise.	
Third Report	
Kenny finally realizes that Math is not too hard for him!	

PARENT'S SIGNATURE

First Report ________________

Second Report ________________

Third Report ________________

____
Principal

CHARACTER GROWTH

How he plays with others:
First Period Plays well with the boys
Second Period Always follower
Third Period Good
Fourth Period Good

How he works with others:
First Period Fairly good
Second Period Sometimes daydreams
Third Period Has his good and bad days
Fourth Period Has made much progress

How he works alone:
First Period Slow - but usually correct
Second Period Improving but still very slow
Third Period Slight improvement
Fourth Period Has made much progress

How he gets along socially:
First Period Gets along well with children & adults
Second Period Good
Third Period Good
Fourth Period Very good

Emotional Growth:
First Period Improving
Second Period Improving
Third Period Is becoming a very normal little boy
Fourth Period Has made a great deal of progress

Reading Level Indicated by X

	Readiness	X	Pre-Primer		Primer		1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech	—	—	—	✓
finger spelling	— ✓	— ✓	✓	+
signs	✓	✓	✓	+
gestures	✓	✓	✓	+
Receptive:				
speech	—	—	—	—
finger spelling	✓	✓	✓	+
signs	✓	✓	✓	+
gestures	✓	✓	✓	+
LANGUAGE USED BY PUPIL:				
vocabulary	✓	✓	✓	+
original work	—	—	—	—
reading	✓	✓	✓	+
VISUAL AND MEMORY SPAN:				
word meaning	✓	✓	✓	+
sentence meaning	✓	✓	✓	+
thought meaning	✓	✓	✓	+
NUMBERS:				
skills	✓	✓	✓	+
understanding	— ✓	✓	✓	+
WRITING:	✓	+	+	+
ART:	✓	+	+	+
PHYSICAL EDUCATION:	✓	+	+	+

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of Carl

School year ending June, 1973

Teacher E. Foster

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	4			

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are best able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

---

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

	TEACHER	PARENT
First Report	I will miss Carl I am really sorry to see him go	
Second Report		
Third Report		

PARENT'S SIGNATURE

First Report

Second Report

Third Report

Principal

CHARACTER GROWTH

How he plays with others:
First Period Enjoys playing with others
Second Period ______________
Third Period ______________
Fourth Period ______________

How he works with others:
First Period not too willingly
Second Period ______________
Third Period ______________
Fourth Period ______________

How he works alone:
First Period Can work well, If he wants to
Second Period ______________
Third Period ______________
Fourth Period ______________

How he gets along socially:
First Period Better with Peers than adults
Second Period ______________
Third Period ______________
Fourth Period ______________

Emotional Growth:
First Period Can be very stuborn & refuse to work
Second Period ______________
Third Period ______________
Fourth Period ______________

Reading Level Indicated by X

☐ Readiness ☒ Pre-Primer ☐ Primer ☐ 1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech	—			
finger spelling	✓			
signs	✓			
gestures	✓			
Receptive:	—			
speech	✓			
finger spelling	✓			
signs	✓			
gestures	✓			
LANGUAGE USED BY PUPIL:				
vocabulary	✓			
original work	—			
reading	✓			
VISUAL AND MEMORY SPAN:				
word meaning	✓			
sentence meaning	✓			
thought meaning	✓			
NUMBERS:				
skills	✓			
understanding	✓			
WRITING:	- ✓			
ART:	✓			
PHYSICAL EDUCATION:	- ✓			

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

TEACHER	PARENT
First Report	
Yvonnes tremendous fear of Police causes me much concern	
Second Report	
Yvonne seems unable to play unless directed by other children.	
Third Report	
Once the epilepsy is controlled we should see some improvement in the nervousness	

PARENT'S SIGNATURE

First Report ________________

Second Report ________________

Third Report ________________

____
Principal

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of Yvonne

School year ending June, 1973

Teacher E. Foster

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	8	2	7	11½

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are best able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

CHARACTER GROWTH

How he plays with others:
First Period Always follower never leader
Second Period The same
Third Period Will sometimes stand and watch.
Fourth Period Good

How he works with others:
First Period Is an active member of group
Second Period Enjoys group lessons
Third Period Fairly good
Fourth Period Good

How he works alone:
First Period Good
Second Period Good
Third Period A good steady worker
Fourth Period Very good

How he gets along socially:
First Period Is still very nervous in strange situations
Second Period Very slight improvement
*Third Period
Fourth Period Slight progress

Emotional Growth:
First Period Has had one severe hysterical outburst
Second Period Has some deep emotional problems
*Third Period
Fourth Period Making progress

* The development of seizures has caused social and emotional problems.

Reading Level Indicated by X

Readiness	X	Pre-Primer	Primer	1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech	—	—	—	✓
finger spelling	✓	✓	+	+
signs	✓	✓	+	+
gestures	✓	✓	+	+
Receptive:				
speech	—	—	—	—
finger spelling	✓	✓	+	+
signs	✓	✓	+	+
gestures	✓	✓	+	+
LANGUAGE USED BY PUPIL:				
vocabulary	✓	✓	✓	+
original work	—	—	—	✓
reading	✓	✓	+	+
VISUAL AND MEMORY SPAN:				
word meaning	✓	✓	+	+
sentence meaning	✓	✓	+	+
thought meaning	✓	✓	+	+
NUMBERS:				
skills	✓	✓	+	+
understanding	✓	✓	+	+
WRITING:	✓	+	+	+
ART:	-✓	-✓	-✓	✓
PHYSICAL EDUCATION:	✓	✓	✓	+

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

TEACHER	PARENT
First Report	
Keeping Cindy home is definately hindering her progress	
Second Report	
Cindy can go through periods of very annoying behavior that can last a week	
Third Report	
Cindy is highly motivated in school & this helps her progress a great deal	

PARENT'S SIGNATURE

First Report __________________

Second Report __________________

Third Report __________________

____
Principal

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of Cindy

School year ending June, 1973

Teacher E. Foster

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	15	6	2½	12

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are best able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

CHARACTER GROWTH

How he plays with others:
First Period Is willing to follow others
Second Period The same
Third Period Often causes fights
Fourth Period Good

How he works with others:
First Period Takes an active part in group lessons
Second Period Tries very hard in all activities
Third Period Good
Fourth Period Good

How he works alone:
First Period Has difficulty remembering words
Second Period The same
Third Period Works hard and does neat work
Fourth Period Good

How he gets along socially:
First Period Uses crying to get his own way.
Second Period Less crying but is still attention seeking
Third Period Slight improvement
Fourth Period Much improvement

Emotional Growth:
First Period Continually seeking attention
Second Period Has some annoying behavior
Third Period Very slight progress.
Fourth Period Good

Reading Level Indicated by X

	Readiness	X	Pre-Primer		Primer	1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech	—	—	—	✓
finger spelling	—✓	-✓	✓	+
signs	✓	✓	+	+
gestures	✓	✓	+	+
Receptive:				
speech	—	—	—	-
finger spelling	-✓	-✓	✓	+
signs	✓	✓	+	+
gestures	✓	✓	+	+
LANGUAGE USED BY PUPIL:				
vocabulary	✓	✓	+	+
original work	—	—	-✓	✓
reading	✓	✓	+	+
VISUAL AND MEMORY SPAN:				
word meaning	—✓	-✓	✓	+
sentence meaning	-✓	-✓	✓	+
thought meaning	—	—	✓	+
NUMBERS:				
skills	✓	+	+	+
understanding	✓	+	+	+
WRITING:	✓	+	+	+
ART:	✓	✓	+	+
PHYSICAL EDUCATION:	✓	✓	+	+

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

TEACHER	PARENT
First Report	
Donald has become a much more stable & happy boy - in fact is becoming a very normal l. [illegible] boy	
Second Report	
Donald is using his speech much more spontaneously now	
Third Report	
It is very exciting to see the all round progress Don is making.	

PARENT'S SIGNATURE

First Report __________________

Second Report __________________

Third Report __________________

____
Principal

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of Donald

School year ending June, 1973

Teacher E. Foster

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	1	1	1½	2

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are best able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

CHARACTER GROWTH

How he plays with others:
First Period Is the leader in the group
Second Period Good
Third Period Good
Fourth Period Good

How he works with others:
First Period Good
Second Period Good
Third Period Good
Fourth Period Good

How he works alone:
First Period Poor fine motor co-ordination
Second Period Has made much progress in his writing
Third Period Good
Fourth Period Good

How he gets along socially:
First Period Is really opening up
Second Period Can be a happy outgoing little boy
Third Period Good
Fourth Period Has made much progress

Emotional Growth:
First Period Much more outgoing
Second Period Still very insecure but improving
Third Period Becoming much more stable
Fourth Period Much progress made

Reading Level Indicated by X

☐ Readiness ☒ Pre-Primer ☐ Primer ☐ 1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech	✓	+	+	+
finger spelling	✓	+	+	+
signs	✓	+	+	+
gestures	✓	+	+	+
Receptive:				
speech	✓	+	+	+
finger spelling	✓	+	+	+
signs	+	+	+	+
gestures	✓	+	+	+
LANGUAGE USED BY PUPIL:				
vocabulary	✓	✓	+	+
original work	—	—	✓	✓
reading	✓	+	+	+
VISUAL AND MEMORY SPAN:				
word meaning	✓	+	+	+
sentence meaning	✓	+	+	+
thought meaning	✓	+	+	+
NUMBERS:				
skills	+	+	+	+
understanding	+	+	+	+
WRITING:	—✓	✓	+	+
ART:	—✓	✓	+	+
PHYSICAL EDUCATION:	✓	✓	+	+

Please sign and return this card making any comments you may wish. You may keep it at the end of the school year.

REMARKS

TEACHER	PARENT
First Report	
Second Report	
Mike is deffinately making progress in all areas but has very far to go to reach the average of the group.	
Third Report	
Has made much progress in his relationship to others	

PARENT'S SIGNATURE

First Report ________________

Second Report ________________

Third Report ________________

____
Principal

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent

PUPIL'S REPORT CARD

Multiply Handicapped Unit

Report of __Mike__________

School year ending ___June___, 1973

Teacher ______E. Foster________

ATTENDANCE RECORD

Periods	First	Second	Third	Fourth
Days Absent	Entered Oct. 23rd 1972	3	9½	11½

The aim of our school is to help your child develop his abilities to the fullest extent.

Pupils are placed in classes in which they are best able to progress.

Parents are urged to consult with us from time to time. Only a personal conference can give you a complete report of your child's progress

CHARACTER GROWTH

How he plays with others:
First Period
Second Period loves to follow the others
Third Period Is improving
Fourth Period Much progress

How he works with others:
First Period
Second Period Has not the skill to work with others
Third Period The same
Fourth Period The same

How he works alone:
First Period
Second Period Easy and very messy
Third Period Making much progress
Fourth Period Attention span really improved

How he gets along socially:
First Period
Second Period Beginning to relate more with others.
Third Period Finally beginning to communicate
Fourth Period Slight progress

Emotional Growth:
First Period
Second Period Is a different difficult boy to understand
Third Period Slight progress
Fourth Period Improving

Reading Level Indicated by X

☒ Readiness ☐ Pre-Primer ☐ Primer ☐ 1st Reader

+ Indicates satisfactory progress
✓ Indicates improvement
— Indicates no progress

	1st period	2nd period	3rd period	4th period
COMMUNICATION:				
Expressive:				
speech		—	—	—
finger spelling		—	—	—
signs		—✓	✓	✓
gestures		—	✓	✓
Receptive:				
speech		—	—	—
finger spelling		—	—	—
signs		—✓	✓	✓
gestures		—✓	✓	✓
LANGUAGE USED BY PUPIL:				
vocabulary		—	—✓	+
original work		—	—	—
reading		—	—✓	+
VISUAL AND MEMORY SPAN:				
word meaning		✓	✓	+
sentence meaning		—	—	—
thought meaning		—	—	✓
NUMBERS:				
skills		—	—✓	+
understanding		—	—✓	+
WRITING:		—	✓	✓
ART:		—✓	✓	✓
PHYSICAL EDUCATION:		✓	✓	✓

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Dormitory Achievement Report

Student's Name Cindy

Dormitory Number MH Unit

Houseparent Christan Haskin

Dean

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
GENERAL CONDUCT				
1. Attitude	B	B	B	B
2. Cooperation	A	A	A	A
3. Courtesy	A	A	A	A
4. Table Manners	B	B	B	B
5. Study Habits	B	B	B	B
GROOMING				
1. Personal Appearance	A	A	B	A
2. Posture	A	A	A	A
3. Personal Hygiene	A	A	A	A
SOCIAL BEHAVIOR				
1. Observes rules	B	B	B	B
2. Shows respect for others	A	A	B	B
3. Takes care of property	B	B	B	B
4. Participates in activities	B	B	C	B
5. Shows initiative	C	C	B	B
6. Uses leisure time wisely	C	C	B	B
7. Sense of responsibility	C	C	B	B

Wendell H. Tennell
Dean

EXPLANATION OF GRADES

A—Excellent
B—Good
C—Fair
D—Need for improvement

First Quarter ....
(Parent or Guardian Signature)

Second Quarter ....
(Parent or Guardian Signature)

Third Quarter ....
(Parent or Guardian Signature)

Fourth Quarter ....
(Parent or Guardian Signature)

Comments:

(Please return card to I. S. D. First, Second and Third quarters.)

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Dormitory Achievement Report

Student's Name Yvonne
Dormitory Number MH Unit
Houseparent Christan Haskin
Dean

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
GENERAL CONDUCT				
1. Attitude	C	C	C	C
2. Cooperation	C	B	D	C
3. Courtesy	C	B	B	C
4. Table Manners	B	B	C	B
5. Study Habits	B	B	B	B
GROOMING				
1. Personal Appearance	C	C	C	B
2. Posture	C	C	C	C
3. Personal Hygiene	C	C	B	B
SOCIAL BEHAVIOR				
1. Observes rules	C	C	C	C
2. Shows respect for others	B	B	C	D
3. Takes care of property	C	C	C	C
4. Participates in activities	B	B	B	B
5. Shows initiative	B	B	B	B
6. Uses leisure time wisely	C	C	C	C
7. Sense of responsibility	C	C	C	C

Dean

EXPLANATION OF GRADES

A—Excellent
B—Good
C—Fair
D—Need for improvement

First Quarter
(Parent or Guardian Signature)

Second Quarter
(Parent or Guardian Signature)

Third Quarter
(Parent or Guardian Signature)

Fourth Quarter
(Parent or Guardian Signature)

Comments:

(Please return card to I. S. D. First, Second and Third quarters.)

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Dormitory Achievement Report

Student's Name Kenny

Dormitory Number MH Unit

Houseparent Christam Haskin

Dean [illegible]

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
GENERAL CONDUCT				
1. Attitude		C	C	C
2. Cooperation		C	C	C
3. Courtesy		B	B	B
4. Table Manners		D	C	C
5. Study Habits		C	C	C
GROOMING				
1. Personal Appearance		C	C	C
2. Posture		B	B	B
3. Personal Hygiene		C	C	C
SOCIAL BEHAVIOR				
1. Observes rules		B	B	B
2. Shows respect for others		C	C	C
3. Takes care of property		B	C	B
4. Participates in activities		B	C	B
5. Shows initiative		C	[illegible]	C
6. Uses leisure time wisely		C	[illegible]	C
7. Sense of responsibility		C	C	C

Dean

EXPLANATION OF GRADES

A—Excellent
B—Good
C—Fair
D—Need for improvement

First Quarter
(Parent or Guardian Signature)

Second Quarter
(Parent or Guardian Signature)

Third Quarter
(Parent or Guardian Signature)

Fourth Quarter
(Parent or Guardian Signature)

Comments:

(Please return card to I. S. D. First, Second and Third quarters.)

INDIANA SCHOOL FOR THE DEAF
1200 East 42nd Street
Indianapolis, Indiana 46205

Dormitory Achievement Report

Student's Name Mike
Dormitory Number M.H. Unit
Houseparent Linda Kleeman
Dean

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
GENERAL CONDUCT				
1. Attitude	B	B	B	B
2. Cooperation	A	A	A	A
3. Courtesy	B	B	B	B
4. Table Manners	A	A	A	B
5. Study Habits	B	B	C	B
GROOMING				
1. Personal Appearance	B	B	B	B
2. Posture	A	A	A	A
3. Personal Hygiene	A	B	B	B
SOCIAL BEHAVIOR				
1. Observes rules	B	B	B	B
2. Shows respect for others	B	B	B	B
3. Takes care of property	B	B	B	B
4. Participates in activities	B	B	B	B
5. Shows initiative	B	B	B	B
6. Uses leisure time wisely	B	B	B	B
7. Sense of responsibility	B	B	B	B

Wendell W. Terrell
Dean

EXPLANATION OF GRADES

A—Excellent
B—Good
C—Fair
D—Need for improvement

First Quarter
(Parent or Guardian Signature)

Second Quarter
(Parent or Guardian Signature)

Third Quarter
(Parent or Guardian Signature)

Fourth Quarter
(Parent or Guardian Signature)

Comments:

(Please return card to I. S. D. First, Second and Third quarters.)

MONTHLY ACTIVITY PLANS FOR THE MULTIPLY HANDICAPPED UNIT *

MONTH ____________________

* Prepared monthly by the teacher and given to the houseparents

LANGUAGE GAMES:

(1) Make charts of winter words and put up in the sun porch

(2) Word Lotto

(3) Writing and spelling children's names

(4) Other

NUMBER GAMES:

(1) Dominoes

(2) Bead Threading - (programmed)

(3) Number Bingo (1-6)

(4) Practice counting objects in a room

(5) Make up counting games involving numbers 1-10

(6) Use large cloth dice for counting games

GROSS MOTOR ACTIVITIES

(1) Sledding

(2) Riding bicycles

(3) Exercises from the book "Remediation of Learning Disabilities"

(a) Jumping, (b) Skipping, (c) Muscular Strength

(4) Beth and Nancy to use physical education games

FINE MOTOR ACTIVITIES

(1) Make snow flakes with white paper and scissors

(2) Draw and Cut out snow men

(3) Make snow men with white cotton

(3) Puzzles

(5) Coloring

(6) Sewing cards

(7) Clay & finger paints

MONTHLY ACTIVITY PLANS FOR THE MULTIPLY HANDICAPPED UNIT

CREATIVE PLAY

(1) Make puppets from paper sacks

(2) Dressing up

(3) Play store

(4) Play school

(5) Play home

(6) Play doctor, dentist, nurse, hospital

INDIVIDUAL ACTIVITIES

(1) Give Jimmy and Johnny practice with kicking, throwing, and aiming a ball.

(2) Help Johnny color between the lines

(3) Give Debbie jobs to do - dusting, sweeping, etc.

(4) Give Lora jobs to do in a given time

(5) Help Claudette with finger spelling - see that she puts the letters in the correct sequence

(6) Help Lora and Debbie learn to ride the bicycles

(7) Teach Jimmy to skip

ACTIVITIES RECORD *

DATE	HOUSEPARENT	ACTIVITIES

* To be filled in daily by the houseparents

Date ______________________

BEHAVIOR MODIFICATION PROGRAM

kens	Behavior	James	Lora	Debbie	Johnny	Claudette
1	Making bed a.m.					
1	Dressing quietly					
1	Eating breakfast					
1	Eating breakfast "correctly"					
1	Working in classroom a.m.					
1	Eating Lunch					
1	Eating lunch "correctly"					
1	Working in classroom p.m.					
1	Play after school					
1	Eating dinner					
1	Eating dinner "correctly"					
1	Play after dinner					
1	Getting ready for bed					
	TOTAL (✓)					

Tokens ✓	Reward ★
0 - 6	0 stars
7 - 12	1 star
13	2 stars

THE THREE TESTS ON THE FOLLOWING PAGES WERE DEVELOPED BY THE TEACHER OF THE TITLE III UNIT TO TEST ACHIEVEMENT.

WORD RECOGNITION TEST

MULTIPLY HANDICAPPED DEAF UNIT

I. S. D.

NAME______________________________

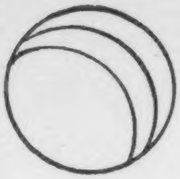
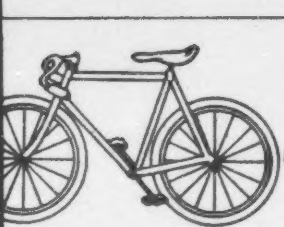
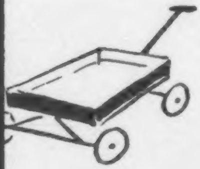
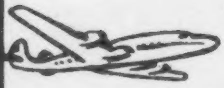
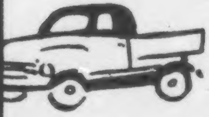
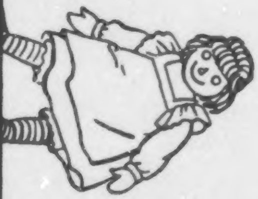
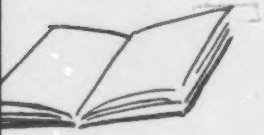
AGE_______________________________

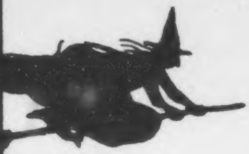
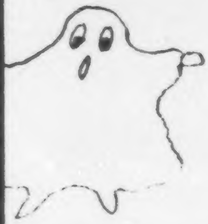
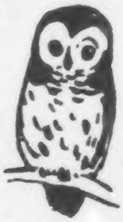
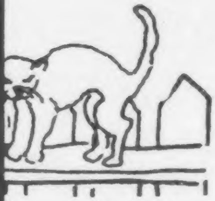
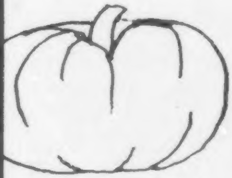
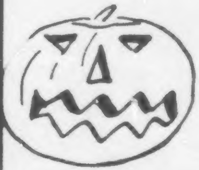
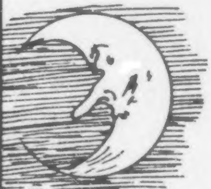
SCORE_____________________________

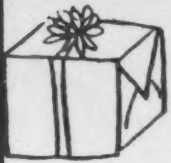
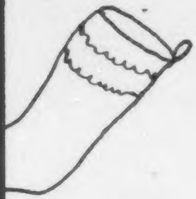
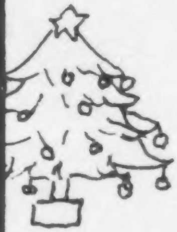
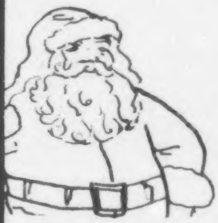
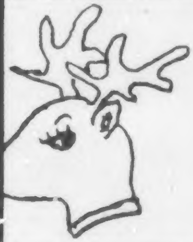
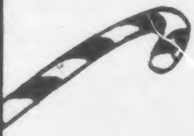
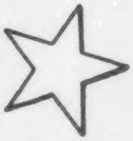
DATE______________________________

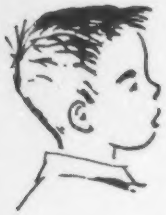
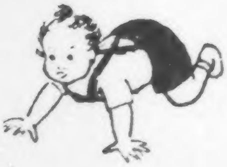
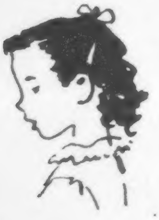
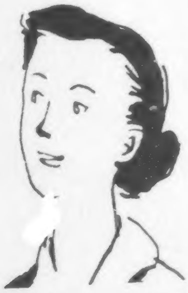
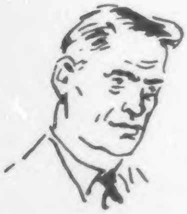
●	blue	red	yellow
●	brown	green	yellow
●	green	red	orange
●	orange	green	red
●	black	brown	blue
●	yellow	black	green
●	blue	black	red
●	green	purple	orange

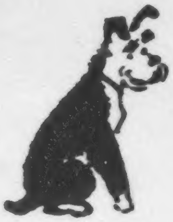
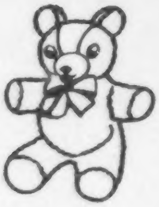
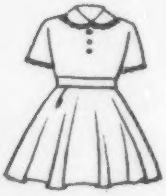
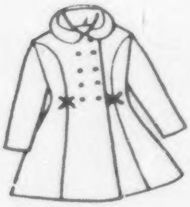
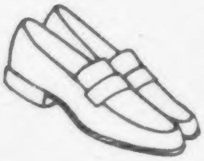
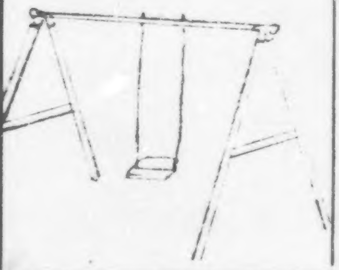
1	two	one	three
2	two	three	one
3	three	one	two
4	one	two	four
5	two	four	five

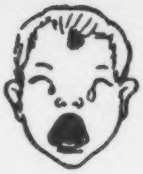
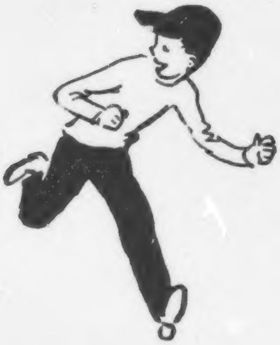
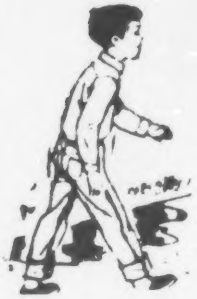
	car ball shoe doll
	bicycle wagon teddy bear
	wagon bicycle doll
	bicycle airplane teddy bear
	car ball doll truck
	ball boy book doll
	baby book doll ball

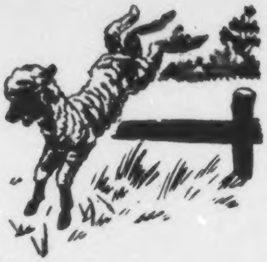
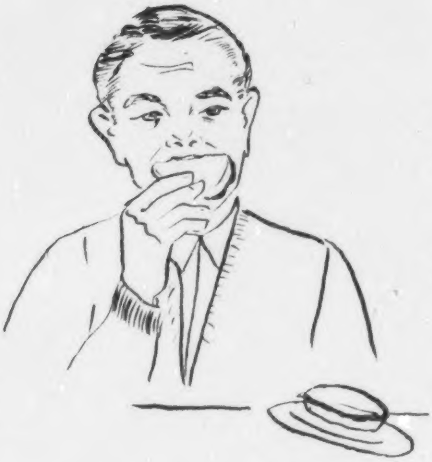
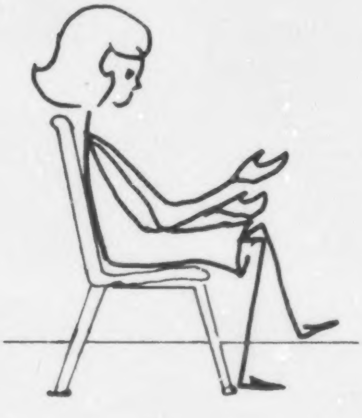
	witch	ghost	moon
	cat	ghost	witch
	owl	cat	moon
	cat	owl	moon
	moon	owl	pumpkin
	cat	pumpkin	jack-o-lantern
	cat	moon	owl

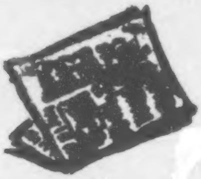
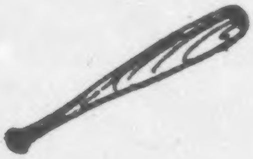
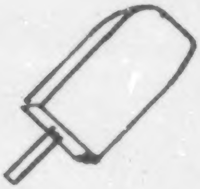
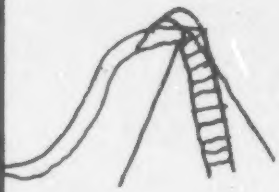
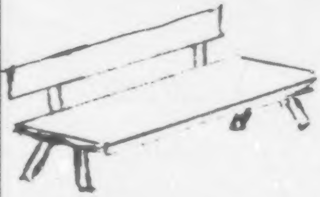
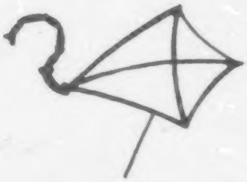
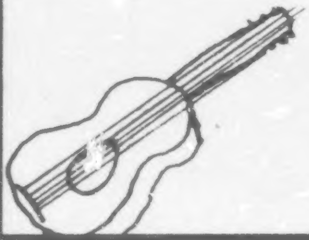
	stocking	box	candy cane
	box	stocking	Santa Claus
	bell	Christmas tree	Santa Claus
	Christmas tree	box	Santa Claus
	reindeer	stocking	box
	stocking	candy cane	box
	star	box	stocking

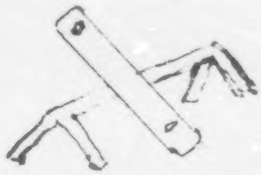
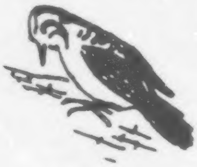
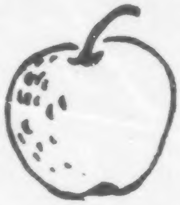
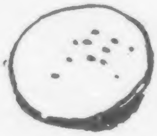
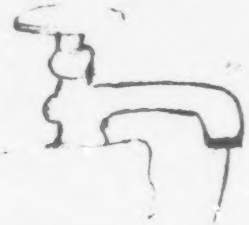
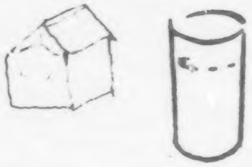
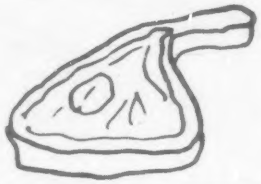
	girl boy woman
	baby boy girl
	boy baby girl
	woman man boy
	man woman girl

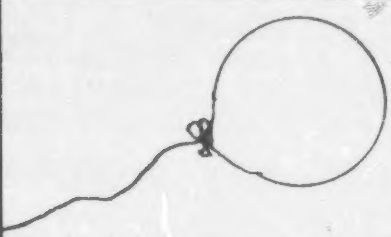
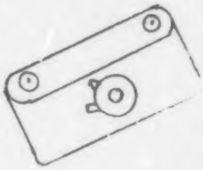
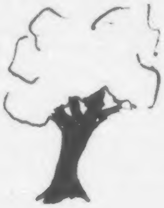
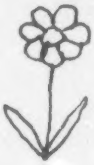
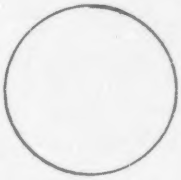
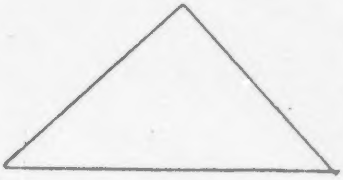
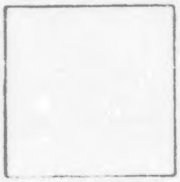
	cat dog ball
	teddy bear doll car
	car shoes dress
	shoes truck coat
	shoes coat dress
	truck swing shoes

	is running is sitting is crying
	is running is crying is walking
	is running is crying is walking

	is jumping is walking is crying
	is crying is eating is jumping
	is sitting is eating is crying

	ice cream newspaper ball
	ball bat cat dog
	ice cream bar newspaper bench slide
	swings bench slide
	ball bat bench
	ball bat kite slide
	guitar slide kite bat

	swings see-saw slide
	ball dog bird eye
	cookie apple milk
	cookie apple water
	cookie apple water
	cookie apple milk
	milk apple meat

	ball bat balloon car
	box camera guitar bench
	bench tree two three
	tree four flower one
	square circle tree car
	circle tree triangle ball
	triangle circle car square

LANGUAGE TEST

MULTIPLY HANDICAPPED DEAF UNIT
I.S.D.

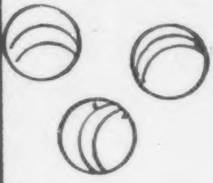
NAME ______________________________

AGE ______________________________

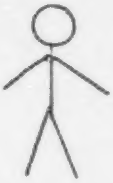
SCORE ______________________________

DATE ______________________________

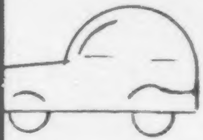
A Some



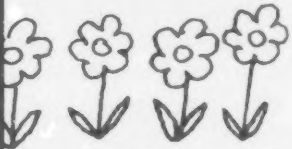
__________ balls



__________ boy

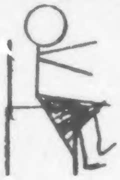


__________ car

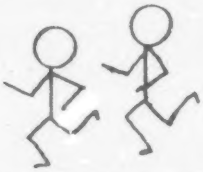


__________ flowers

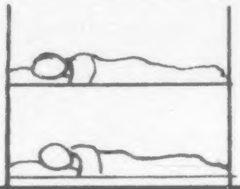
is are



A girl ______ sitting.

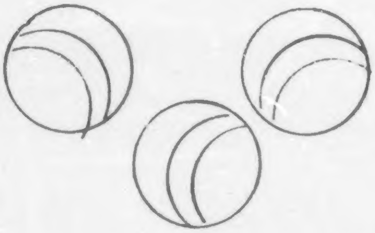
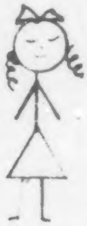
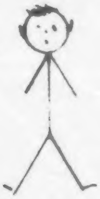
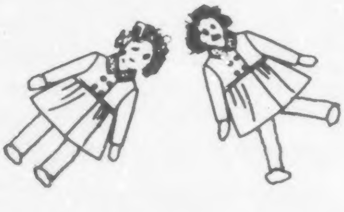
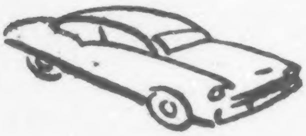


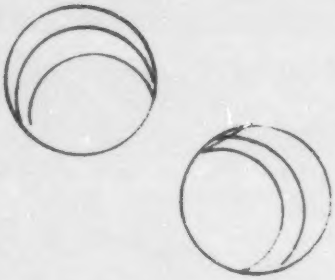
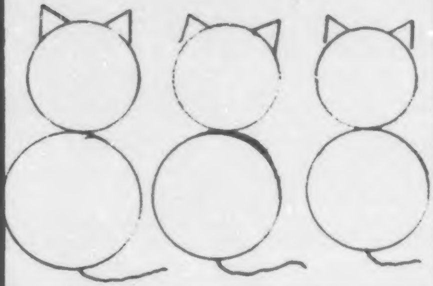
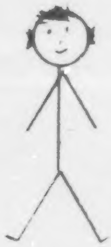
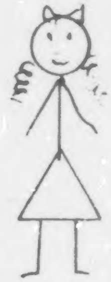
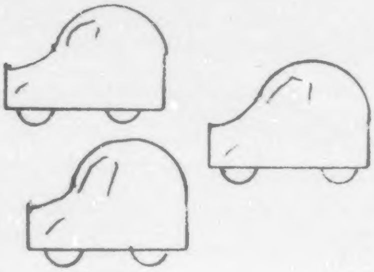
Some boys ______ running.

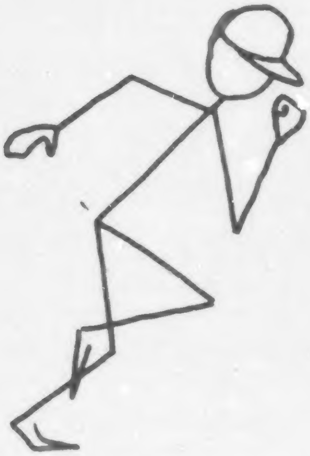
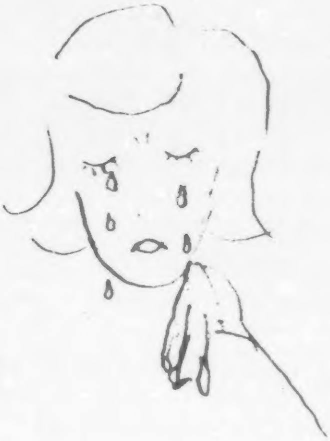
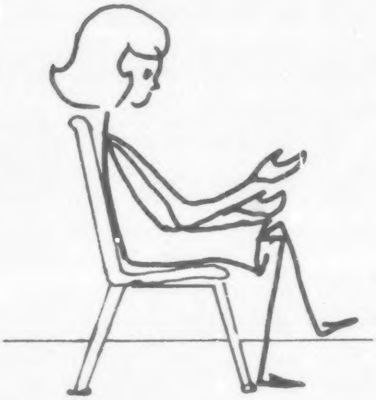


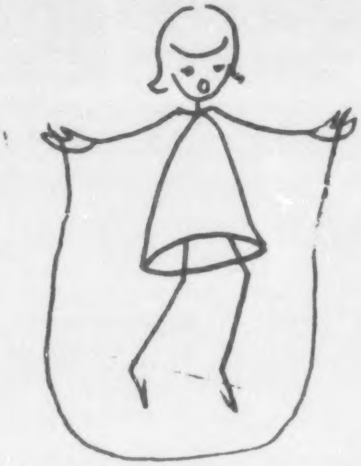
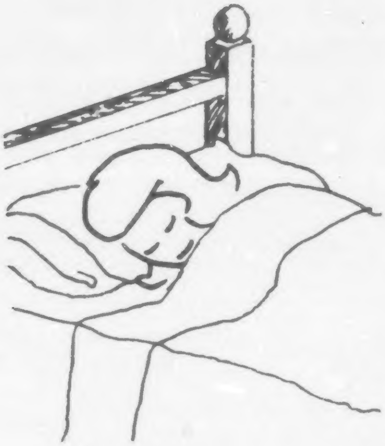
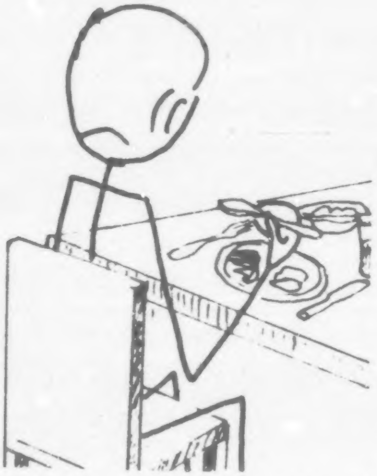
Some boys ______ sleeping.

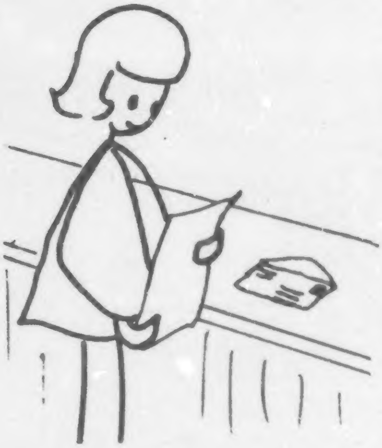
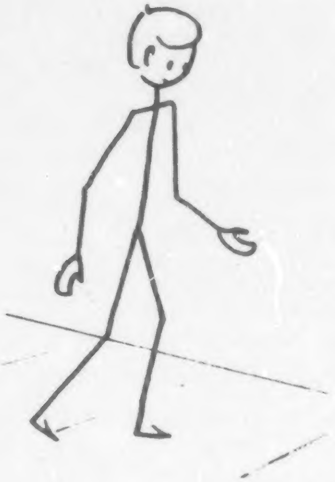
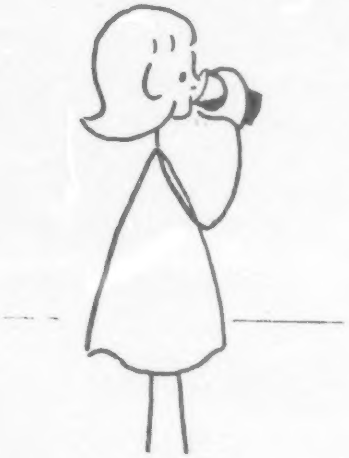
1	two owl one
2	two three one
3	one three two
4	fish five four
5	five four three
6	box six see
7	six seven shoe

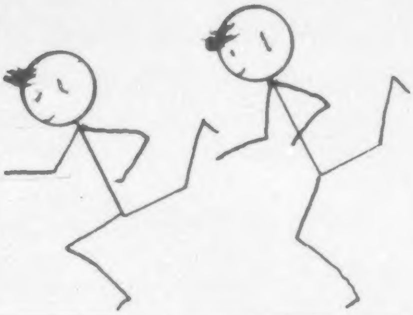
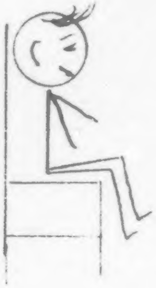
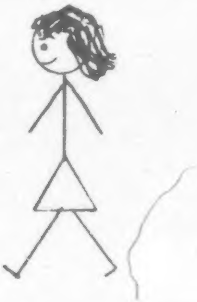
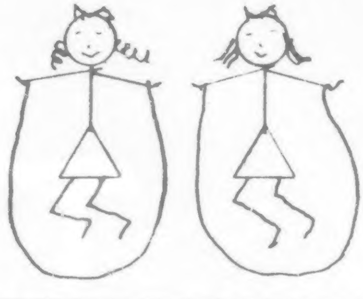
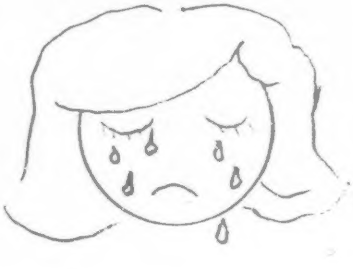
	ball dolls balls
	girl boy girls
	girl boys boy
	balls dolls doll
	car cat cars

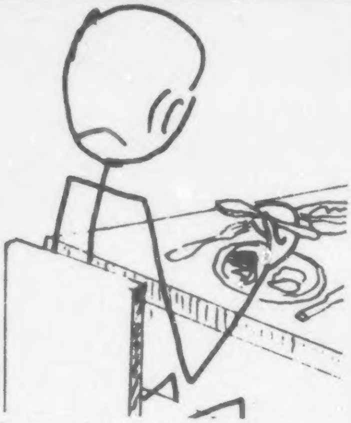
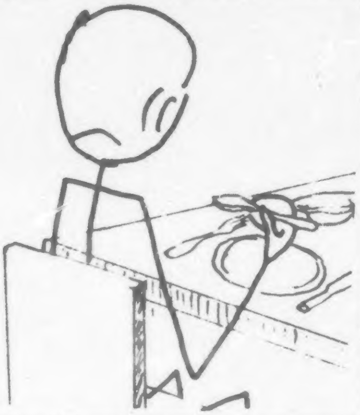
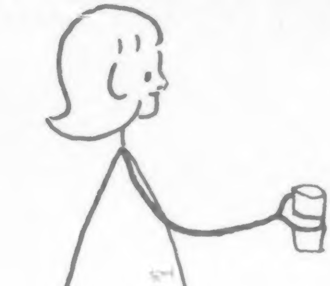
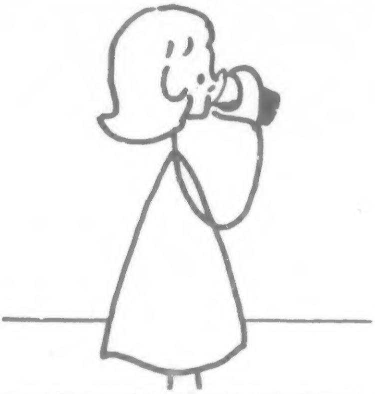
	A ball Some balls
	A cat Some cats
	A boy Some boys
	A girls A girl
	Some cars Some car

	is crying is running is walking
	is crying is sitting is running
	is sitting is crying is running

	is running is jumping is crying
	is sitting is walking is sleeping
	is eating is sitting is reading

	is reading is crying is eating
	is running is walking is eating
	is eating is drinking is reading

	is running are running
	is sitting are sitting
	is crying are walking is walking
	is jumping are jumping are running
	is crying are crying is eating

	ate is eating
	ate is eating is drinking
	ate drank is drinking
	is drinking drank is eating

MATHEMATICAL TEST

MULTIPLY HANDICAPPED DEAF UNIT

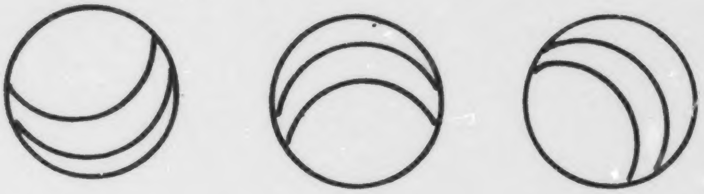
I.S.D.

NAME ______________________________

AGE ______________________________

SCORE ______________________________

DATE ______________________________



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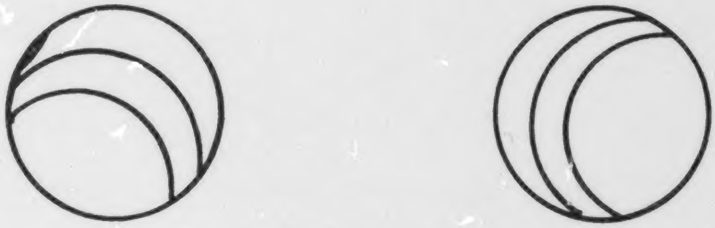

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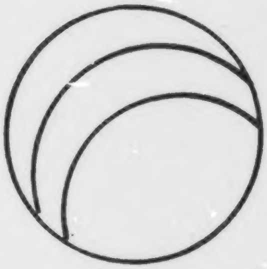

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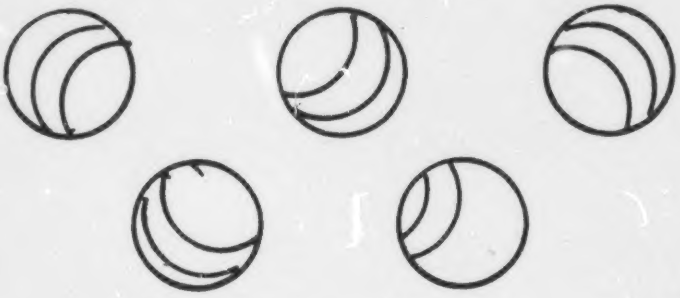

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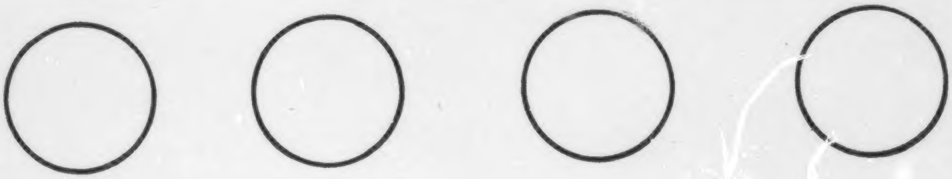

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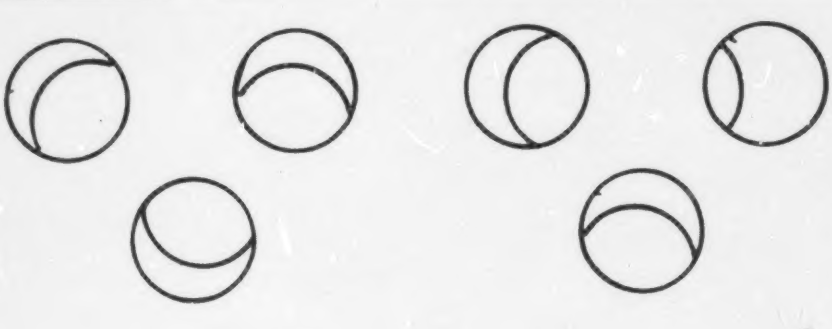

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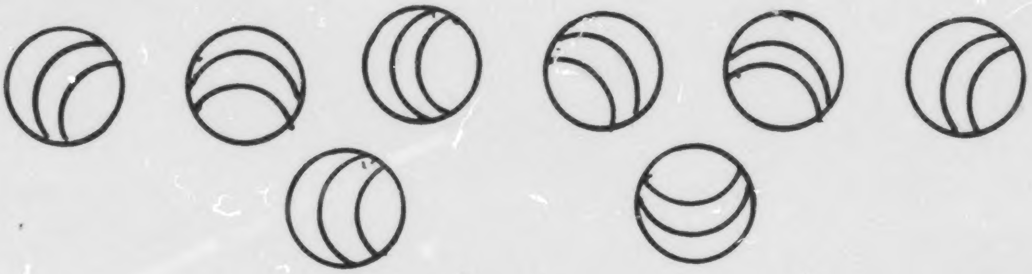

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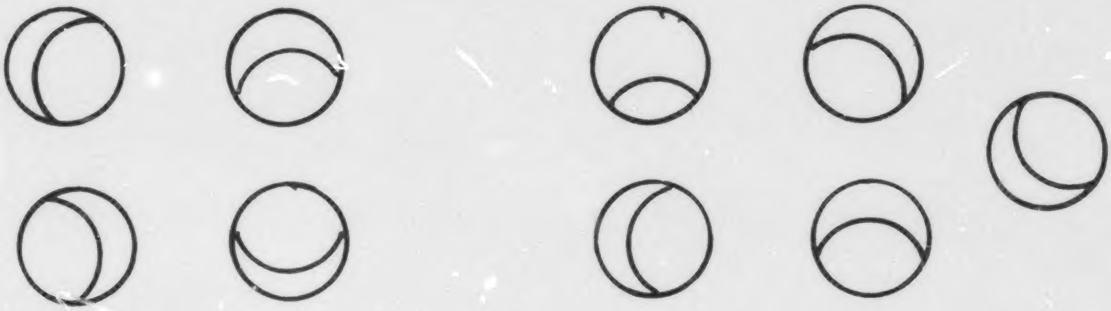

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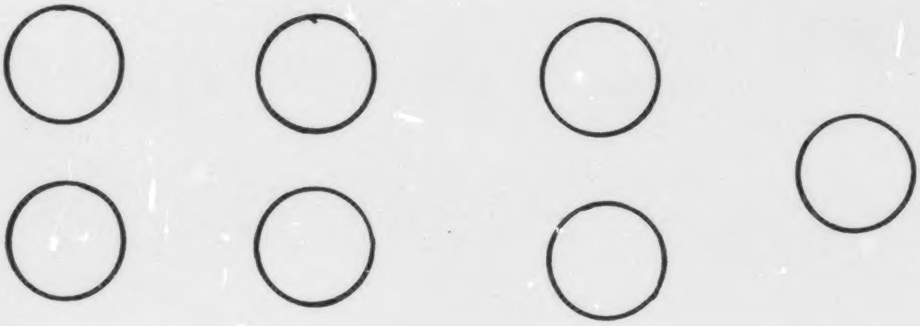

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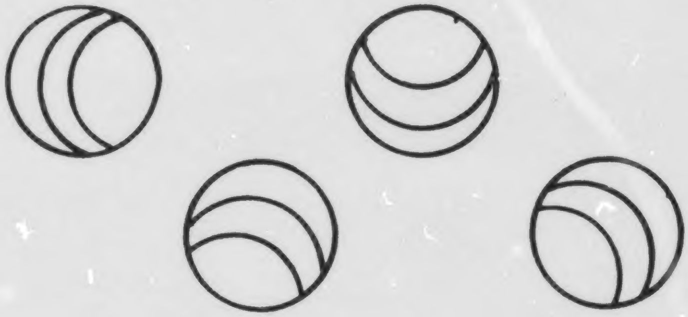
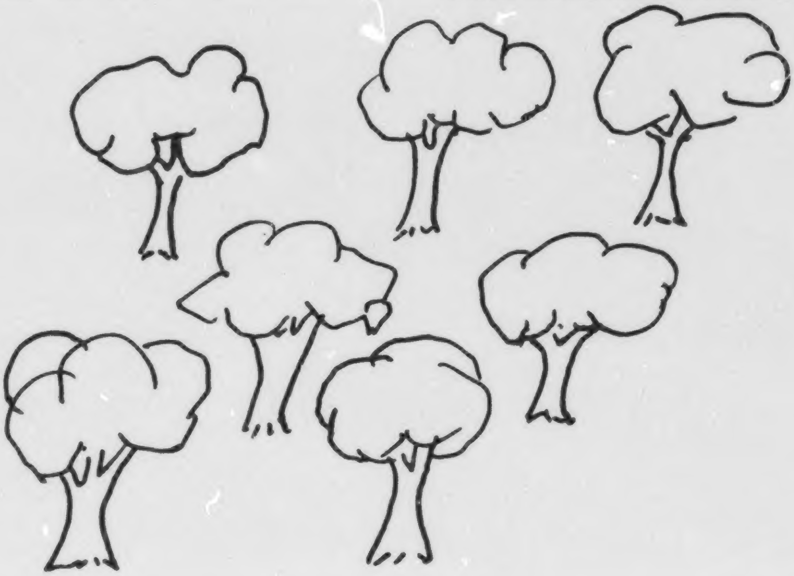
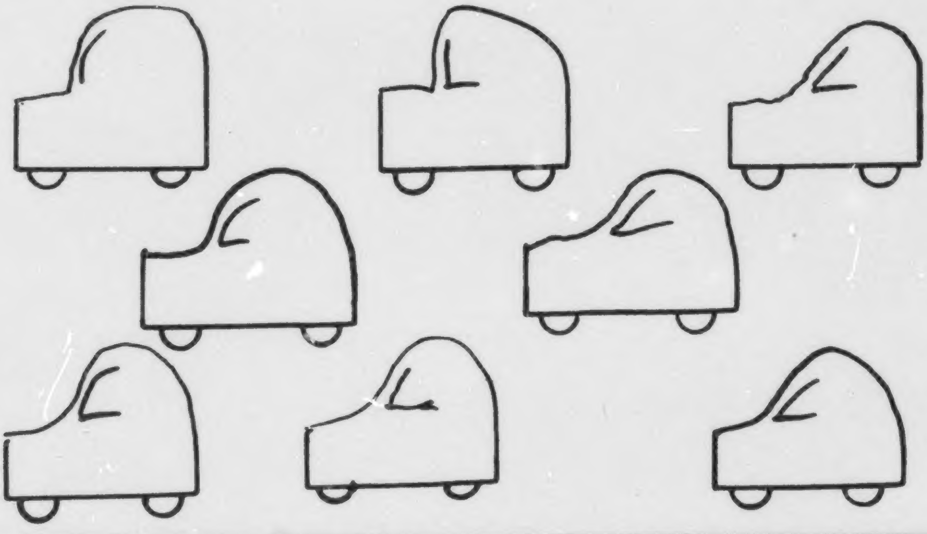
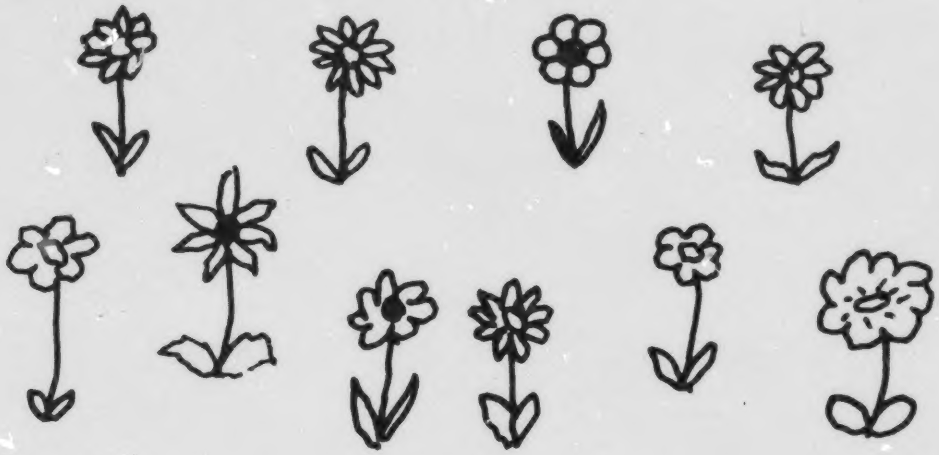
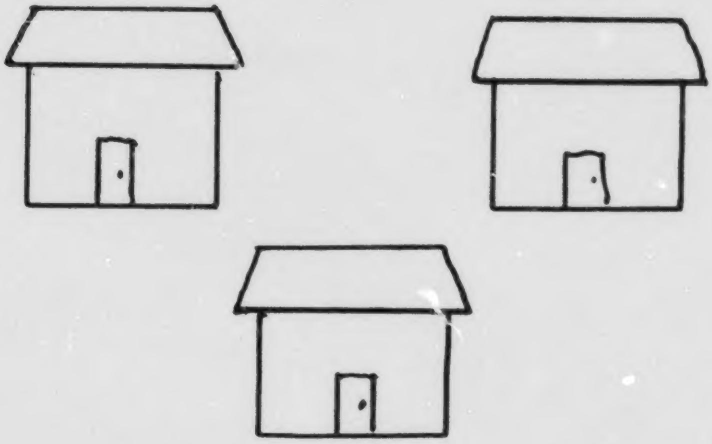
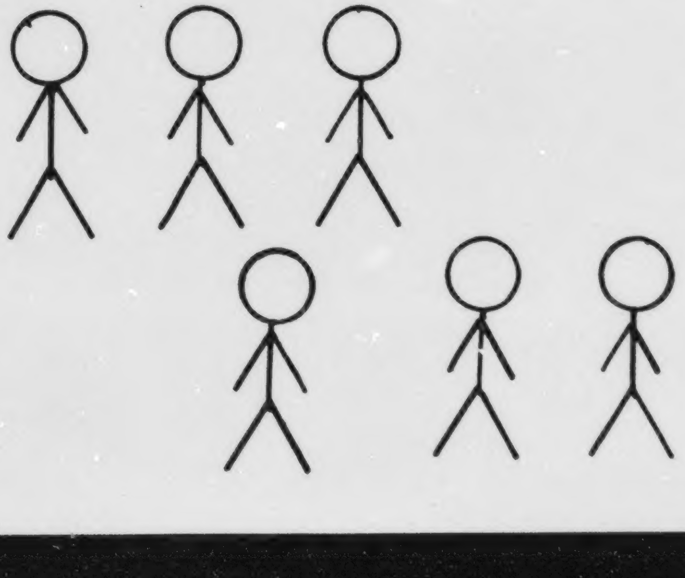


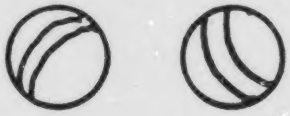
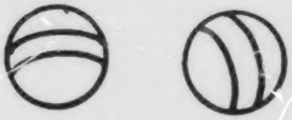










 +  =

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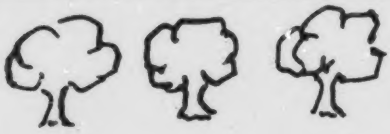
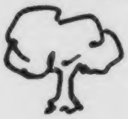
 +  =

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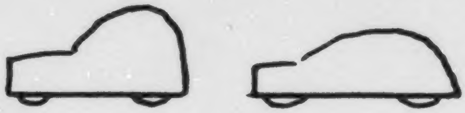
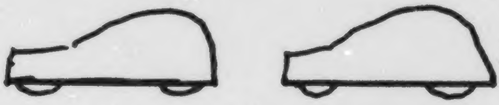
 +  =

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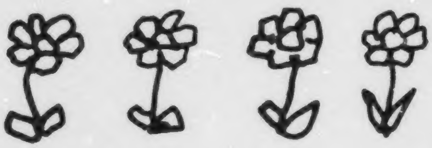
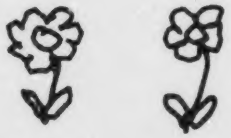
 +  =

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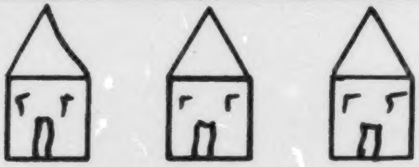
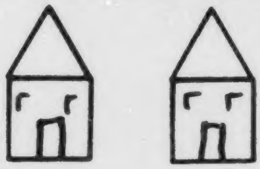
 +  =

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PROJECT LIFE
Language Improvement to Facilitate Education

■ ■ ■

National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

March 19, 1970

Mr. Alfred Lamb, Superintendent
Indiana School for the Deaf
1200 E. 42nd Street
Indianapolis, Indiana 46205

Dawson
What's your wish?
A.J.L.
3-23-70

Dear Mr. Lamb:

Your program has been selected to be considered in the first distribution phase of the Project LIFE teaching machines and programmed materials. These materials are being placed within various schools to accomplish three purposes:

1. to demonstrate the feasibility of programmed instruction with the deaf;
2. to demonstrate the specific application of the teaching machines (Program Masters), the programmed material (perceptual thinking and language) and supplementary material developed by Project LIFE; and
3. to provide a research foundation regarding the suitability of the Project's machine and materials with various populations of language impaired children.

If your facility should decide to participate and comply with the stipulations outlined in the attached agreement letter, you will receive, free of charge, except for mailing cost, at least one Program Master, and accompanying set(s) of programmed materials, and a teacher's information manual. A brief description of the machine and materials is enclosed. A remote control filmstrip projector(s) for each teaching machine must be provided by your facility to be used in conjunction with the Project LIFE filmstrips.

In some cases, the Project research staff would like to specify the exact manner in which the materials and the Program Master are to be employed. We would hope that you might agree to such specifications in order that our staff might more adequately accomplish the research purpose of this phase of the program. Of course, the Project would not expect you to use the materials in any way inconsistent with the objectives and policies of your facility. We request that you provide us with your evaluation of these materials and machines. Forms will be provided for these purposes. Such evaluations will facilitate the improvement of future models of the Program Master and revision of the programmed materials.

Often, educational facilities cannot engage in research endeavors with outside agencies without permission of certain administrative personnel. If your facility falls into this category we shall need the name and the complete address of the individual(s) from whom such permission must be obtained.

RECEIVED
MAR 21 1970
I.S.D.

If you wish to participate and to receive the Program Master and the accompanying materials, we ask that you complete the agreement in duplicate and return one copy by mail.

The machines and materials will be ready for distribution before the end of the 1969-70 academic year. We hope that your facility will wish to become involved in this phase of Project LIFE and that mutual benefit will be gained.

Sincerely,

David A. Spidal

David A. Spidal
Assistant Director

DAS:ple

Attachment

PROJECT LIFE INFORMATION

Project LIFE is administered by the National Education Association under contract with Media Services and Captioned Films, U. S. Office of Education, Department of Health, Education and Welfare. Its purpose is to develop materials that will assist the severely hearing impaired child in acquiring a functional language system.

The Project has developed several teaching machine of which the most recent, Program Master III, is used in conjunction with a standard remote control projector (filmstrip, slide, or movie). Project personnel are developing programmed instruction materials on film to be used in standard projectors. The majority of the materials will be on filmstrip and will focus on perception-cognition, thinking skills, and basic vocabulary and language skills.

Presently, materials are being developed for children at the preschool and primary level. It is anticipated that the level of the materials will continue to be spiralled both horizontally and vertically in difficulty to later include the intermediate and upper grades.

The main Project LIFE staff is located at the National Education Association, Washington, D. C. The 1969-70 headquarters staff is composed of 25 full-time personnel. These include specialists in language, programming, art, production, and research. All photographic and production services are performed by Project personnel at the NEA.

The filmstrips are divided into Units and Sections. The Units consist of general areas of instruction such as self, home, school, and the like. The Sections within each Unit divide the vocabulary and language principles into meaningful groupings for teaching purposes. The last section of each Unit is composed of a test of that particular Unit. The test can be used for diagnosis, evaluation and/or review.

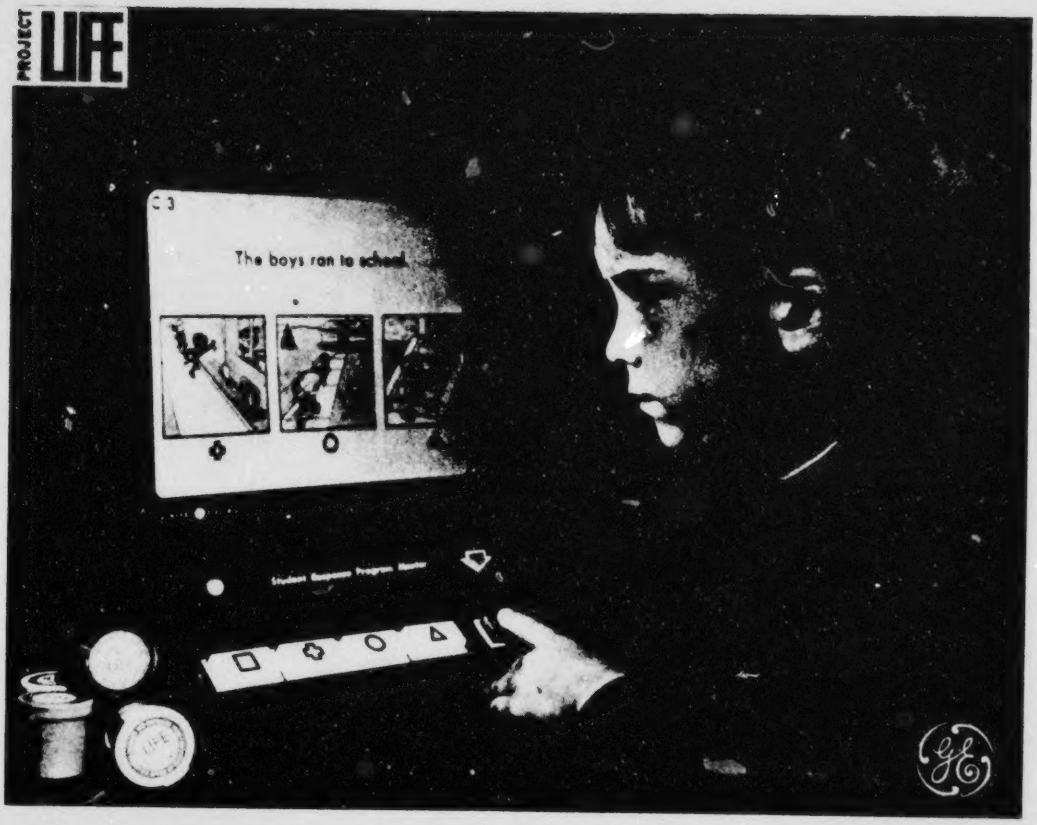
Each frame of the filmstrips requires a response by the child. The child determines the appropriate selection and then responds by pressing the corresponding button on the Program Master. If the answer is correct, a green light comes on. The child can then push the advance button on the machine and the filmstrip will advance to the next frame. If the child chooses the incorrect response, the green light does not come on, but an error is recorded on the counter on the back of the Program Master. The child cannot advance to the next frame of the filmstrip until he first obtains a green light.

The correct answer sequence on each filmstrip corresponds to one of eight different response patterns on a plug that is inserted into the back of the Program Master. The appropriate plug is indicated on the Teacher Title Frame of each filmstrip.

On the attached sheet, a sample of the Purposes and Behavioral Objectives for Unit I is listed. The information is also listed on the second frame of each filmstrip. The Units are identified by Roman numerals and the Section by letters. The response pattern to be used with each Section is listed by Arabic numerals, as are the numbers of frames in each particular section. Also listed are the purposes for writing the programmed section, the programmed words, and the behavioral objectives.

The programmed materials are developmentally tested in slide form on hearing impaired children before they are made into filmstrips. The majority of the materials are designed to develop a functional receptive language system. The Project LIFE materials should be viewed only as an adjunct to existing instruction in language by the teacher. It is hoped that the Project materials will supplement and compliment teacher instruction. The development of true expressive language must be the concern of the classroom teacher.

The Program Master weighs approximately 9 pounds and has dimensions of 12" x 7" x 7" and is designed to be placed on a flat surface at the same level as the child so that he can respond with little difficulty. As indicated, a connector cord for the Graflex remote control filmstrip projector is sent with each teaching machine. Also included are eight response plugs.



THE GENERAL ELECTRIC/PROJECT LIFE PROGRAM

(LIFE--LANGUAGE IMPROVEMENT TO FACILITATE EDUCATION)

Programmed Language System

Project LIFE, the National Education Association, the U.S. Office of Education, and the General Electric Company have joined in a program that is intended to provide a programmed language system to teach handicapped and non-handicapped children. This system concept was designed and produced by Project LIFE of the National Education Association and has been sponsored by Media Services and Captioned Films, Bureau of Education for the Handicapped, U.S. Office of Education.

Under the present program arrangement, more than 300 filmstrips are being created by Project LIFE; and General Electric is providing the filmstrips as well as manufacturing the Student Response Program Master and offers these items for sale as a package. The effectiveness of the system will be evaluated and developed by obtaining and analyzing reports from the users of the filmstrips and the Student Response Program Master.

Filmstrips for Children

Project LIFE personnel are developing programmed instructional materials that are being produced in a series of filmstrips. These materials deal with the areas of perception-cognition, thinking skills, and basic vocabulary and language skills and are aimed at preschool and elementary levels of learning.

Student Response Program

The system consists of the programmed instruction filmstrips and a "response" device called a "Student Response Program Master"-- about the size of a small radio -- on which the student presses keys to select his choice of answers to the questions presented to him by the special series of filmstrips. If the student selects the correct key, a light is turned on to so indicate, and he is able to advance to the next frame in the filmstrip. It will operate most *remote controllable* filmstrips or slide projectors.

Features of the Program Master

Features of the Student Response Program Master include:

- Ability to provide a multiple-choice response available to the student by having four response keys, identified by a square, a cross, a circle, and a triangle. These key symbols are used with all Project LIFE material.
- Confirmation of the correct answer selection by the student and the immediate reward of pushing the advance button for the next frame.
- Student learning by the need to find the correct answer so as to make the film advance.
- Ease of operation for the student, with a minimum of instruction from the teacher.
- Versatility, in that it can be used with a wide variety of projectors (slide, filmstrip, and movie projectors that are capable of being operated by a remote control cord).
- Variety of eight response patterns, making it possible to eliminate the chance of memorizing sequences of answers.
- Provision for recording the number of errors made by the student, to determine the progress of the student and the areas needing attention.
- Low cost achieved by the ability to use existing projection equipment.

EASY TO OPERATE

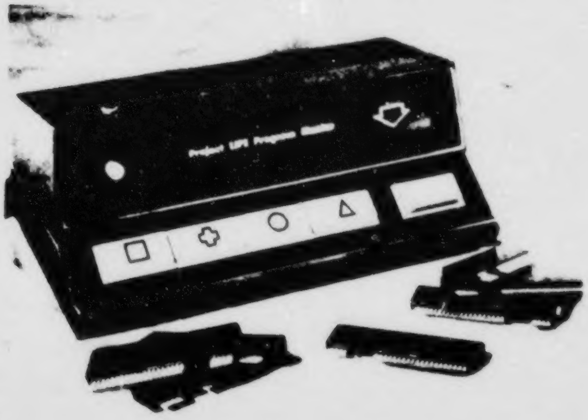


Figure 1. Project LIFE Student Response Program Master (Front View)

The on/off button is shown atop the Program Master; the indicator light is in front. Figure 1 also shows the printed circuit-board program response pattern cards (foreground). Eight cards provide a variety of sequence patterns.

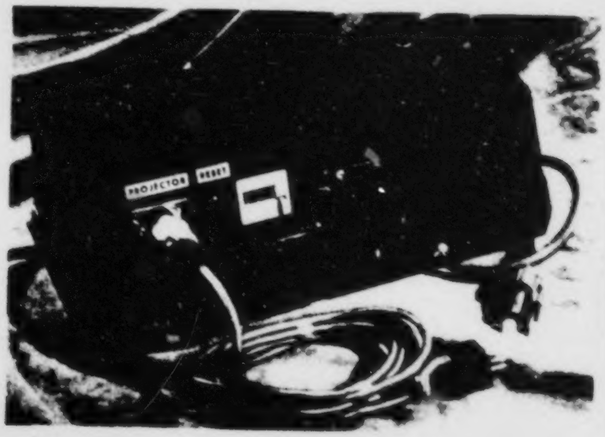


Figure 2. Project LIFE Student Response Program Master (Rear View)

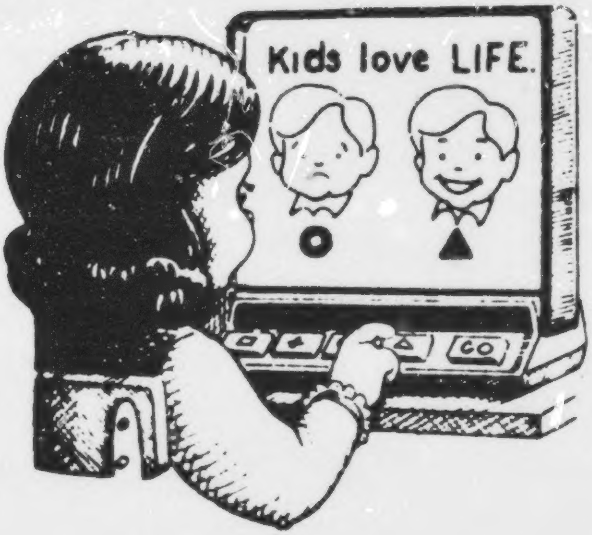
Figure 2 shows connector cord, which plugs into the projector to carry the signal that advances the film. The RESET pushbutton starts a new sequence for each filmstrip, the error counter records each button pushed incorrectly by the student in answer to multiple-choice questions, and the program response pattern card in the machine gives a response pattern. The fuse and the 115 to 120-volt AC three-wire power cord are shown.

PROJECT LIFE

Students Name ______________________
Last First

Students Name ______________________
Last First

STUDENT PROGRESS RECORD


Kids love LIFE.
GO

INSTRUCTIONAL INDUSTRIES INC.

GENERAL ELECTRIC

Form E-PL

Project LIFE - Programmed Perceptual Training

Student Progress Record
(error count)

Name Keneth

Age 7-9

	date	errors		date	errors	
		Introductory Unit				
A-1	7/1	15 /w. help	B-1	7/8	28	was helped
	7/2	20 w. help		7/14	0	between these
	7/5	"				
A-2	7/6	5	B-2	7/15	6	
	7/7	11		7/16	0	
			B-3	7/19	36	
		Unit I Visual Properties				
IA1	7/20	6	IB1	8/5	6	
	7/26	7				
IA2	7/27	8	IB2			
	7/27	6				
IA3	7/28	22	IB3			
	7/29	4 w. help				
IA4	8/3	26				
	8/4	27				
		Unit II Additions-Omissions				
IIA1			IIB1			
IIA2			IIB2			
		Unit III Position in Space				
IIIA1			IIIB1			
IIIA2						

Form E-PL

Project LIFE - Programmed Perceptual Training

Student Progress Record
(error count)

Name Kenny

Age 8

	date	errors		date	errors
Introductory Unit					
A-1	9-28-71	0	B-1	9-30-71	1
A-2	9-29-71	3	B-2	10-1-71	0
			B-3	10-4-71	18
Unit I Visual Properties					
IA1	10-6-71	0	IB1	10-12-71	11 - Teacher had to leave to answer phone twice -
IA2	10-7-71	1	IB2	10-12-71	10
IA3	10-8-71	0	IB3	10-14-71	5
IA4	10-11-71	6			
Unit II Additions-Omissions					
IIA1	10-18-71	0	IIB1	10-20-71	11
IIA2	10-19-71	5	IIB2	10-21-71	10
Unit III Position in Space					
IIIA1	10-22-71	9 very thoughtful	IIIB1	10-27-71	13
IIIA2	10-25-71 10-26-71	44 " 24 - very hard for him.			

Form E-PL (side 2)

Unit IV Spatial Relationships

		date	errors				date	errors
IVA1	1-20	10-29-71	2		IVB1	1-20	11-8-71	4 } 13.
	21-	11-2-71	10.			21-	11-9-71	9 }
IVA2	1-20	11-1-71	25					
	..	11-3-71	16.					

letters are hard for him

Unit V Figure-Ground

	date	errors
VB1	11-10-71	5
VB2	11-11-71	4
VB3	11-12-71	13.
VB4	11-15-71	10

some bo
gray
hard f

Unit VI Supplementary

	date	errors		date	errors
VIA1	11-16-71	1	VIB1	11-22-71	4
VIA2	11-18-71	6.	VIB2	11-23-71	10.

Comments: Until Kenny used this series it seem
as though he was functioning at a very
level - These results were the first indic
that he had some good intelligence.
Finding out that there was more intellig
here than was socially apparent was
great help to myself EJ

October, 1970

Form G-PL-1

Student Progress Record
Thinking Activities
Set 1 (1-9)
(Error Count)

Name Kenny Age 9 School M.H. Unit

F/S Designation	Content	Date Taken	Errors	Time
Level I-1	Color Memory	9·19·72	1	
I-2	Visual Memory	9·21·72	1	
I-3	Sequencing by Size	9·22·72	14	
I-4	Pattern Analysis	9·25·72	6	
I-5	Memory of Sets	9·29·72	2	
I-6	Classification by Shape	10·2·72	8	
I-7	Visual Absurdities	10·3·72	4	
I-8	Object Memory	10·4·72	3	

I-9 Set 1 Test

Frame No.	Area Tested	~~Pretest~~ Errors	Postest ~~Pretest~~ Date	Post test Errors	Post test Date
2 - 9	Level I-1	1	10·13·72	0	10·~~13~~18·72
11 - 18	I-2	1		1	
20 - 23	I-3	5		0	
25 - 29	I-4	0		0	
30 - 37	I-5	0		1	
39 - 42	I-6	1		0	
44 - 47	I-7	5		2	
49 - 56	I-8	1		0	

Form G-PL-2

Student Progress Record
Thinking Activities
Set 2 (10-17)
(Error Count)

Name Kenny **Age** 9 **School** M. H.-Unit

F/S Designation	Content	Date Taken	Errors	Time
Level I-10	Picture Classification	10-19-72	3	8
I-11	Figural Transforms	10-20-72	2	5
I-12	Figural Memory	10-20-72	2.	5
I-13	Picture Associations	10-22-72	0	6
I-14	Memory of Position	10-23-72	1	6
I-15	Maze Tracing	10-24-72	1	9
I-16	Picture Sequencing	10-25-72	7	10

I-17 Set 2 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
2 - 5	Level I-10			0	10-25-72
7 - 10	I-11			0	10-25-72
12 - 19	I-12			0	10-25-72
21 - 24	I-13			0	10-25-72
26 - 33	I-14			0	10-25-72
35 - 38	I-15			0	10-25-72
40 - 47	I-16			1	10-25-72

Form G-PL-3

Student Progress Record
Thinking Activities
Set 3 (1-8)
(Error Count)

Name Kenny Age 9 School M. H. Unit. Ind. S. D.

F/S Designation	Content	Date Taken	Errors	Time
Level II-1	Object Transformations	11-6-72	5	7
* II-2	Pattern Analysis	11-6-72 11-7-72	20 8	10 10
II-3	Picture Classification	11-8-72	2	5
II-4	Visual Closure	11-10-72	4	8
II-5	Geometric Analogies	11-13-72 11-14-72	4 5	10
II-6	Visual Memory	11-15-72	3	6
* II-7	Picture Sequencing	11-17-72	9	10

II-8 Set 3 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
2 - 5	Level II-1			1	11-27-72
7 - 10	II-2			1	
12 - 15	II-3			0	
17 - 20	II-4			1	
22 - 25	II-5			3	
27 - 34	II-6			0	
36 - 43	II-7			3	

Form G-PL-4

Student Progress Record
Thinking Activities
Set 4 (9-17)
(Error Count)

Name Kenny Age 9 School M.H. Unit I.S.D.

F/S Designation	Content	Date Taken	Errors	Time
Level II- 9	Picture Classification	12-5-72	3	10
II-10	Shape Rotation	12-8-72 12-13-72	14 4	12 7
II-11	Form Relations	12-12-72	1	10
II-12	Form Relationships	12-14-72 12-15-72	15 4	15 5
II-13	Size Relationships	1-3-73	6	11
II-14	Number Concepts	1-4-73	1	5
II-15	What Does Not Belong	1-4-73	6	6
II-16	Form Relationships	1-5-73	6	9

II- 17 Set 4 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
2 - 5	Level II- 9				
7 - 10	II-10				
12 - 15	II-11				
17 - 20	II-12				
22 - 25	II-13				
27 - 31	II-14				
33 - 36	II-15				
38 - 41	II-16				

Form G-PL-1

Student Progress Record
Thinking Activities
~~Set 1 (1-8)~~ Set 5. (III-1-8)
(Error Count)

Name Kenny
Age 9
School I.S.D. M.H. Unit

F/S Designation	Content	Date Taken	Errors	Time
Level ~~I-1~~ III-1	Visual Completion ~~Color Mem~~ory	1-11-73	2	10
* ~~I-2~~ III-2	Memory of Position ~~Visual Memory~~	1-12-73	9	7
~~I-3~~ III-3	Conceptual Memory ~~Sequencing by S~~ize	1-15-73	2	8
~~I-4~~ III-4	Picture Rotations ~~Pattern Analysis~~	1-16-73	2	5
* ~~I-5~~ III-5	Camauflaged numbers ~~Memory of Sets~~	1-17-73 1-18-73	9 1	16 10
* ~~I-6~~ III-6	Whole & Part Analogies ~~Classification by Shape~~	1-19-73 1-22-73	12 8.	12 10
~~I-7~~ III-7	Figural Memory ~~Visual Absurdities~~	1-23-73	6	15
I-8	Object Memory			

~~I-8~~
III-8.

Set 1 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
2 - 9	Level III-1			0	1-29-73
11 - 18	III-2			3	
20 - 23	III-3			1	
25 - 29	III-4			0	
30 - 37	III-5			0	
39 - 42	III-6			1	
44 - 47	III-7			2	
~~49 - 56~~	~~I-8~~				

Form G-PL-2

Student Progress Record
Thinking Activities

~~Set 2 (10-17)~~ Set 6 (III - 9-17)

(Error Count)

Name Kenny Age 9 School I.S.D. M.H. Unit

F/S Designation	Content	Date Taken	Errors	Time
* III-9	Visual Absurdities	2-5-73	10	6
Level III-10	Picture completion ~~Picture Classification~~	2-6-73 2-8-73	9 6	7 4
III-11	What does not belong ~~Figural Transforms~~	2-12-73	4	4
* III-12	Union of sets by shape or color ~~Figural Memory~~	2-13-73	10	5
III-13	Camouflaged Obj. or letters ~~Picture Associations~~	2-21-73	7	10
* III-14	Memory of Position — II	3-12-73	21	10
III-15	Puzzle completion ~~Maze Tracing~~	4-2-73	9	4
* III-16	Implications or deductions ~~Picture Sequencing~~	4-3-73 4-4-73	21 14	12 7

III-17 Set 6 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
	III-9			4	4-5-73
2 - 5	Level III-10			0	4-5-73
7 - 10	III-11			0	4-5-73
12 - 19	III-12			0	4-5-73
21 - 24	III-13			0	4-5-73
26 - 33	III-14			1	4-5-73
35 - 39	III-15			2	4-5-73
40 - 47	III-16			1	4-5-73

Form G-PL-1

Student Progress Record
Thinking Activities
~~Set 1 (1-9)~~
(Error Count)

Level IV
Set 7 - (1-9)

Name Ken

Age 9

School I.S.D M.H. Unit.

F/S Designation	Content	Date Taken	Errors	Time
Level IV1	Alphabet #1 - Comb ~~Color Memory~~	4-9-73	5	12
IV2	Figural Pattern ~~Visual~~ Memory	4-10-73	7	5
IV3	Memory of Position ~~Sequencing by Size~~	4-18-73	18	5
		4-23-73	19	6
		4-30-73	11	10
IV4	Picture classification by ~~Pattern Analysis~~ Attributes	4-30-73	13	7
IV5	Memory ~~of Sets~~ Signs	5-1-73	1	8.
IV6	Memory of Position IV ~~Classification by Shape~~			
IV7	Classification of Items ~~Visual Absurdities~~			
IV8	Alphabet #2 (Sequence) ~~Object Memory~~			

IV9

Set 7 Test

Frame No.	Area Tested	Pretest Errors	Pretest Date	Post test Errors	Post test Date
2 - 9	Level IV1				
11 - 18	IV2				
20 - 23	IV3				
25 - 29	IV4				
30 - 37	IV5				
39 - 42	IV6				
44 - 47	IV7				
49 - 56	IV8				

FORM A-PL-1

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Kenny **Age:** 8

UNIT I

Pre-test (Section G):

Section A (2)*		Section C (1)		Section E (1)	
Section B (2)		Section D (1)		Section F (1)	

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (9)**	1-19-72	0	7min	Section D (9)	3-27-72	15	12 Teacher on phone
	3-10-72	0	7min		3-28-72	7	10
Section B (8)	1-21-72	4	10min	Section E (11)	3-29-72	11	17
	3-16-72	2	6min		3-30-72	9	13
Section C (10) X	2-8-72	19	12min	Section F (11)	4-10-72	15	21
	2-9-72	1	9min		4-11-72	6	17
	3-17-72	4	8min				

Post test (Section G): 4-12-72

Section A	1	Section C	2	Section E	2
Section B	0	Section D	0	Section F	1

Story Supliment 4-13-72 - 6.

UNIT II

Pre-test (Section G):

Section A (2)		Section C (2)		Section E (2)	
Section B (2)		Section D (2)		Section F (2)	

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (9)	4-18-72	3	10	Section D (8)	4-21-72	12	14
					4-24-72	8	10
Section B (8)	4-19-72	1	10	Section E (10)	4-25-72	3	15
Section C (10)	4-20-72	4	15	Section F (10)	4-26-72	10	15
					4-28-72	6	15

Post test (Section G): 5-1-72

Section A	0	Section C	0	Section E	2
Section B	0	Section D	2	Section F	0

---

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

x had hard time telling difference in pictures between boy & man – girl & woman

FORM A-PL-1

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Kenny

Age: 8

UNIT I

Pre-test (Section G): 8-30-72 After Summer Vac

Section A (2)*	0	Section C (1)	1	Section E (1)	0
Section B (2)	0	Section D (1)	0	Section F (1)	0

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (9)**				Section D (9)			
Section B (8)				Section E (11)			
Section C (10)				Section F (11)			

Post test (Section G):

Section A		Section C		Section E	
Section B		Section D		Section F	

UNIT II

Pre-test (Section G): 8-31-72.

Section A (2)	1	Section C (2)	2	Section E (2)	2
Section B (2)	0	Section D (2)	1	Section F (2)	2

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (9)	9-8-72	0	6 min	Section D (8)	9-14-72	6	10
Section B (8)	9-11-72	3	12	Section E (10)	9-15-72	7	15
Section C (10)	9-13-72	6	10	Section F (10)	9-18-72	8	20

Post test (Section G): 9-28-72

Section A	1	Section C	1	Section E	1
Section B	2	Section D	2	Section F	0

Story Supliment 9-29-72 2

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

FORM A-PL-2

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Kenny

Age: 9

Unit III

Pre-test (Section E):

Section A (1)* ____ Section B (2) ____ Section C (1) ____ Section D (2) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (8)**	10-5-72	5	15	Section C (7)	10-10-72 10-11-72	14 2	15 10
Section B (11)	10-6-72	8	15	Section D (12)	10-17-72	4	12

Post test (Section E): 10-27-72

Section A 2 Section B 2 Section C 1 Section D 6

Unit IV

Pre test (Section H):

Section A (2) ____ Section C (2) ____ Section E (1) ____ Section G (1) ____

Section B (2) ____ Section D (1) ____ Section F (1) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (11)	10-31-72 11-1-72	14 5	15 15	Section E (8)	12-4-72 12-5-72	8 6	10 12
Section B (11)	11-28-72	6	15	Section F (9)	12-7-72 12-11-72	15 8	10 10
Section C (11)	11-29-72	5	15	Section G (7)	1-8-73 1-9-73	10 6	5 15
Section D (1[illegible])	12-1-72	3	10				

Post test (Section H): 1-10-73

Section A 2 Section C 2 Section E 0 Section G 4

Section B 3 Section D 0 Section F 0

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

FORM A-PL-2

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Kenny **Age:** 8.

Unit III

Pre-test (Section E):

Section A (1)* ____ Section B (2) ____ Section C (1) ____ Section D (2) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (8)**	5-2-72 5-3-72 5-9-72	17 10 5	10 10 10	Section C (7)	5-16-72 5-18-72	11 5	10 14
Section B (11)	5-8-72 5-11-72	14 6	12 15	Section D (12)	5-26-72	7	15

Post test (Section E):

Section A 0 Section B 0 Section C 1 Section D 3

Unit IV

Pre-test (Section H):

Section A (2) ____ Section C (2) ____ Section E (1) ____ Section G (1) ____

Section B (2) ____ Section D (1) ____ Section F (1) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (11)	5-31-72	13	10	Section E (8)			
Section B (11)				Section F (9)			
Section C (11)				Section G (7)			
Section D (10)							

Post test (Section H):

Section A ____ Section C ____ Section E ____ Section G ____

Section B ____ Section D ____ Section F ____

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

FORM A-PL-3

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Kenny

Age: 9

Unit V

Pre-test (Section D):

Section A (2)* _____ Section B (2) _____ Section C (1) _____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (10)**	1-30-73	5	12	Section C (9)	2-6-73	6	8
Section B (8)	1-31-73	16	15				
	2-2-73	13	12				
	2-5-73	13	10				

Post test (Section D): 2-7-73

Section A 0 Section B 2 Section C 0

Unit VI

Pre-test (Section G):

Section A (1) _____ Section C (1) _____ Section E (1) _____

Section B (1) _____ Section D (2) _____ Section F (1) _____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (9)	2-15-73	12	10	Section D (11)	2-27-73	19	9
	2-16-73	8	7		2-28-73	9	20 H
Section B (12)	2-19-73	13	14		3-2-73	10	9
	2-20-73	16	12	Section E (11)	3-5-73	10	10
	2-21-73	5	4				
Section C (11)	2-23-73	12	11	Section F (9)	3-6-73	16	15
	2-26-73	12	9		3-7-73	5	9

Post test (Section G): 3-9-73

Section A 1 Section C 3 Section E 3

Section B 3 Section D 2 Section F 2

---

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

FORM A-PL-4

Project LIFE - Programmed Language

Student Progress Record
(Error Count)

Name: Ken

Age: 9

Unit VII

Pre-test (Section D):

Section A (1)* ____ Section B (2) ____ Section C (2) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (10)**	4-4-73	7	10	Section C (10)	4-11-73	10	16
Section B (10)	4-6-73 4-9-73 4-10-73	15 13 9	19 9 8				

Post test (Section D): 4-12-73

Section A 2 Section B 2 Section C 4

Unit VIII

Pre-test (Section E):

Section A (2) ____ Section B (2) ____ Section C (1) ____ Section E (1) ____

Teaching Sections:

	Date Taken	Errors	Time		Date Taken	Errors	Time
Section A (10)	4-13-73	6	10	Section C (11)	4-18-73 4-19-73	15 10	9 7
Section B (10)	4-16-73 4-17-73	13 10	12 7	Section D (10)	4-23-73 4-24-73	10 8	6 8

Post test (Section E): 4-25-73

Section A 1 Section B 1 Section C 1 Section D 1

---

* Give Teaching Section if student errors are in excess of the number in parenthesis.

** Repeat program with supervision if errors exceed the number in parenthesis.

S.S. 4-26-73 - 12.
4-27-73 - 12

PROJECT LIFE

PROGRESS CHART

Kenny
Student Name

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☒
THINKING ACTIVITIES ☐
PROGRAMMED LANGUAGE ☐

Film Strip No.	Date and Error Count								
	7-71	9-71	10-71	5-72	5-73.				
A-1	20	0		0					
A-2	11	3		1					
B-1	27	1		0					
B-2	6		0	0					
B-3	36		18	1					
1A-1	7		0	2					
1A-2	8		1	2					
1A-3	22		0	2					
1A-4	27		6	3					
1B-1	6		11		0				
1B-2			10		2				
1B-3			5		0				
11A-1			0		0				
11A-2			5		4				
11B-1			11		2				
11B-2			10		1				
111A-1			9		0				
111A-2			44		17				
111-B-1			13		4				

PROJECT LIFE

PROGRESS CHART

Kenny
Student Name

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☒
PROGRAMMED LANGUAGE ☐

Film Strip No.	Date and Error Count									
	12-71	1-72	2-72	3-72	9-72	10-72	5-73			
1-1	8		4		1		1			
1-2	10		2		1		1			
1-3	7		25		14		3			
1-4	12		8		6		3.			
1-5		3	4		2		2			
1-6		18	5			8	3			
1-7		4	13			4	0			
1-8		4	2			3				
1-9		0	11			3				
1-10		11		3		3				
1-11				5		2				
1-12				4		2				
1-13				0		0				
1-14				3		1				
1-15				3		1				
1-16				8		7				
1-17 Test				3		0				

PROJECT LIFE

PROGRESS CHART

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☒
PROGRAMMED LANGUAGE ☐

Kenny
Student Name

Film Strip No.	Date and Error Count									
	11-72	12-72	1-73							
Level 11-1	5									
11-2	20									
11-3	2									
11-4	4									
11-5	5									
11-6	3									
11-7	9									
Test 11-8	9									
11-9		3								
11-10		14								
11-11		1								
11-12		15								
11-13			6							
11-14			1							
11-15			6							
11-16			6							
Test 11-17										

PROJECT LIFE

PROGRESS CHART

Kenny
Student Name

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☒
PROGRAMMED LANGUAGE ☐

Film Strip No.	Date and Error Count								
	1-73	2-73	3-73	4-73					
III - 1	2.								
III - 2	9								
III - 3	2								
III - 4	2								
III - 5	9								
III - 6	12								
III - 7	6								
Test III - 8	7								
III - 9		10							
III - 10		6							
III - 11		4							
III - 12		10							
III - 13		7							
III - 14			21						
III - 15				2					
III - 16				21					
Test III - 17				8					

PROJECT LIFE

PROGRESS CHART

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☐
PROGRAMMED LANGUAGE ☒

Kenny
Student Name

Film Strip No.	Date and Error Count									
	11-72	12-72	1-73	2-73	3-73	5-73				
IV-A	14									
IV-B	6									
IV-C	5									
IV-D		3								
IV-E		8								
IV-F		15								
IV-G			10							
T IV-H			11							
V-A			5							
V-B			16							
V-C				6						
T. V-D				2						
VI-A				12						
VI-B				13						
VI-C				12						
VI-D					[illegible] 19					
VI-E					[illegible] 10					
VI-F					16					
T VI-G					15					

PROJECT LIFE

PROGRESS CHART

Ken
Student Name

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☐
PROGRAMMED LANGUAGE ☒

Film Strip No.	Date and Error Count									
	3-73	4-73								
VII - A		7								
VII - B		15								
VII - C										
Test VII - D										
VIII - A										
VIII - B										
VIII - C										
VIII - D										
Test VIII - E										

PROJECT LIFE

PROGRESS CHART

Kenny
Student Name

TRAINING SERIES: (check)
PERCEPTUAL TRAINING ☐
THINKING ACTIVITIES ☐
PROGRAMMED LANGUAGE ☒

Film Strip No.	Date and Error Count									
	1-72	2-72	3-72	4-72	5-72	8-72	9-72	10-72	5-73	
I-A	0								0	
I-B	4								1	
I-C		12							0	
I-D			15						2	
I-E			11						3	
I-F			15						5	
T I-G				6		1			2	
II-A				3			0			
II-B				1			3			
II-C				4			6			
II-D				12			6			
II-E				3			7			
II-F				10			8			
T II-G				4			7			
III-A					17			5		
III-B					14			8		
III-C					11			14		
III-D					7			4		
T III-E					4			11		

TITLE III UNIT

DOLCH WORD LIST READING TEST

P. PRIMER

a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, it, is, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you.

NAME	DATE AND NUMBER OF WORDS							
	2-73	4-73	5-73					
Yvonne	36	33	38					
Cindy	27	37	34					
Donald	39	40	40					
Kenny	34	39	38					
Mike	0	5	6					

TITLE III UNIT

DOLCH WORD LIST READING TEST

PRIMER

all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, news, no, now, on, out, our, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes.

NAME	DATE AND NUMBER OF WORDS							
	2-73	4-73	5-73					
Yvonne	25	33	38					
Cindy	16	27	31					
Donald	40	44	49					
Kenny	21	32	38					
Mike	0	2	2					

TITLE III UNIT

DOLCH WORD LIST READING TEST

1st GRADE

after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when.

NAME	DATE AND NUMBER OF WORDS							
	2-73	4-73	5-73					
Yvonne	9	9	17					
Cindy	5	8	9					
Donald	11	16	23					
Kenny	5	8	12					
Mike	0	0	0					

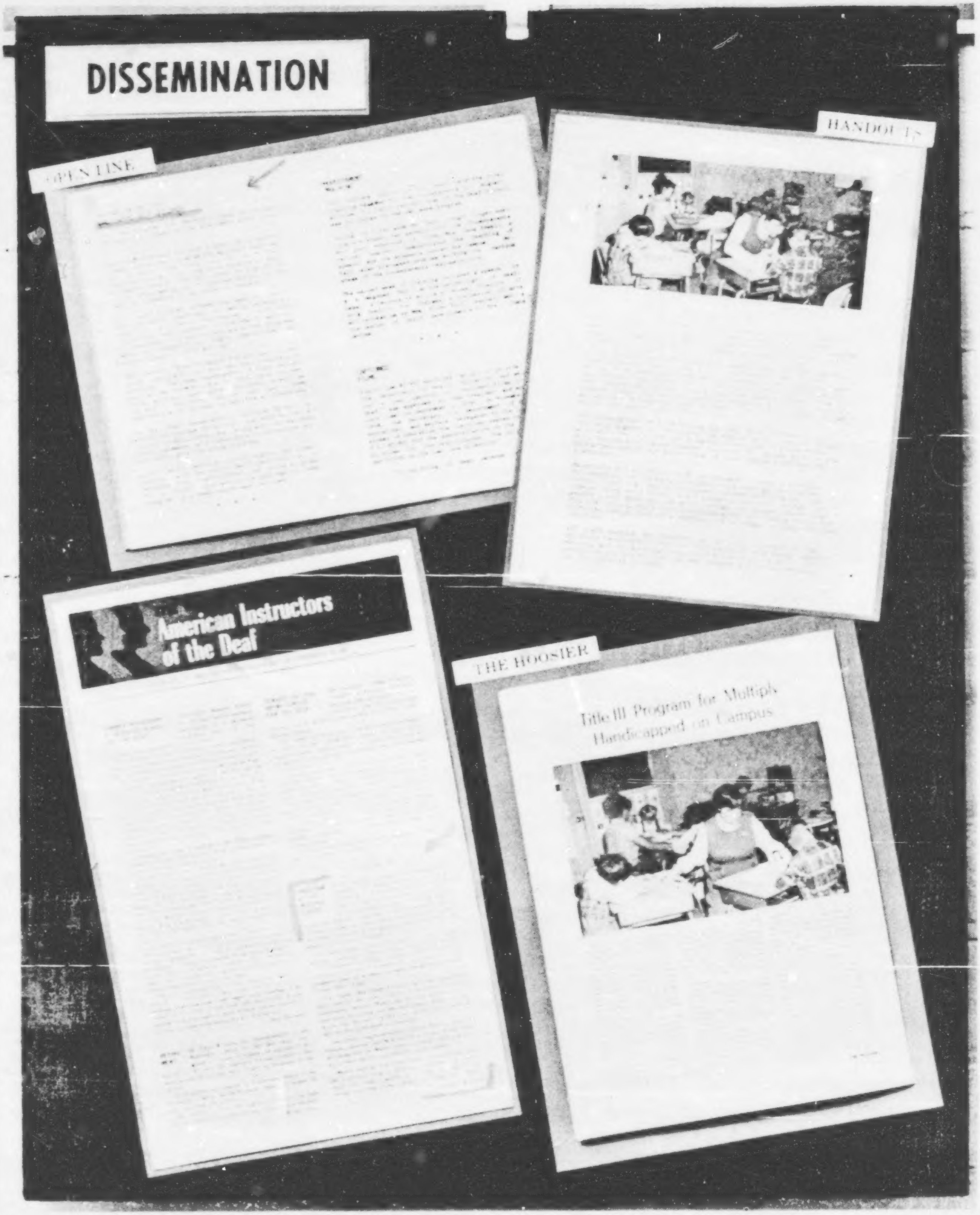
TITLE III UNIT

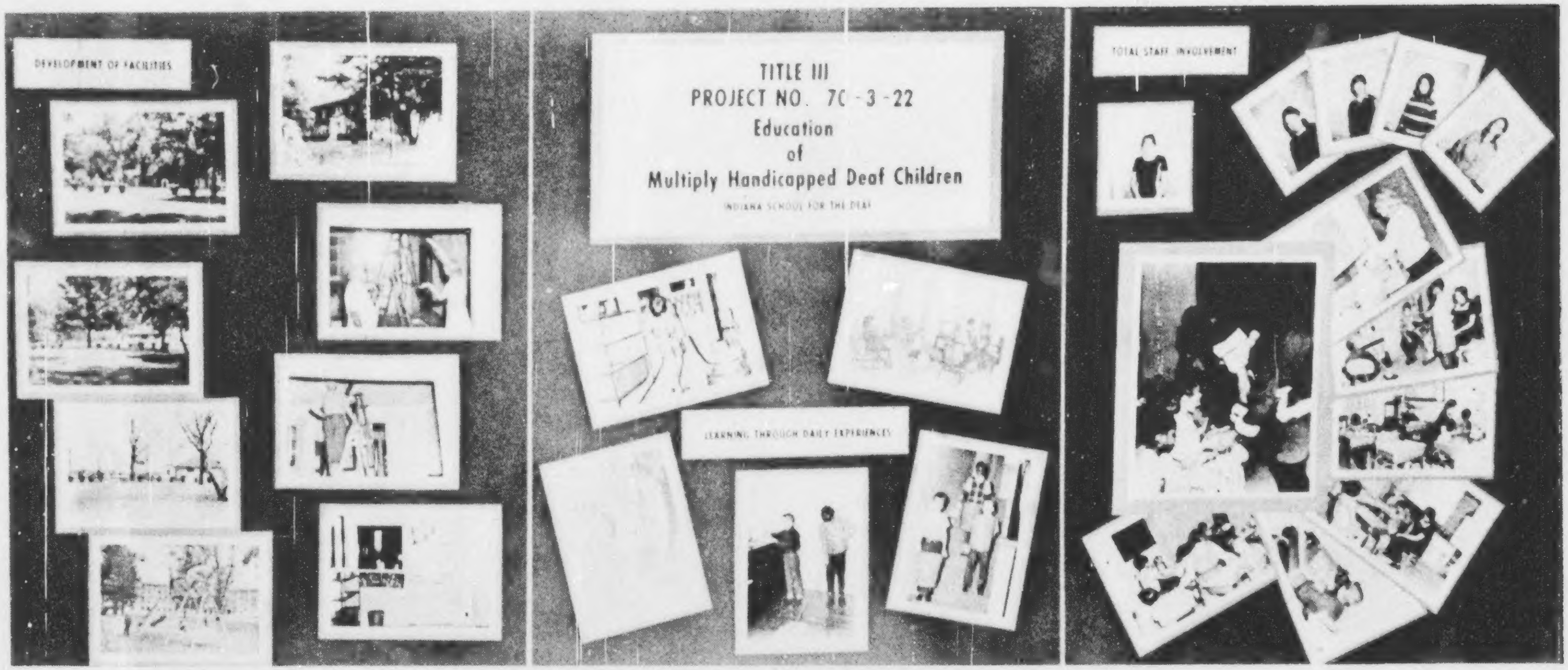
WORD RECOGNITION PROGRESS CHART

VOCABULARY LIST: red, blue, green, yellow, orange, brown, black, purple, one, two, three, four, five, ball, bicycle, wagon, airplane, truck, doll, book, witch, ghost, owl, cat, pumpkin, jack-o-lantern, moon, box, stocking, Christmas tree, Santa Claus, reindeer, candy cane, star, boy, baby, girl, woman, man dog, teddy bear, dress, coat, shoes, swings, is crying, is running, is walking, is jumping, is eating, is sitting, newspaper, bat, ice cream, slide, bench, kite, guitar, see-saw, bird, apple, cookie, water, milk, meat, balloon, camera, tree, flower, circle, triangle, square.

NAME	DATE AND NUMBER OF WORDS								
	1-72	5-72	10-72	5-73					
Yvonne	42	50	69½	71					
Cindy	41	50	65½	68					
Donald	46	50	71	70					
Kenneth	50	49	69½	71					
Michael	0	0	0	36					

II. DISSEMINATION


DISSEMINATION
OPEN LINE
HANDOUTS
American Instructors of the Deaf
THE HOOSIER
Title III Program for Multiply Handicapped on Campus


DEVELOPMENT OF FACILITIES
TITLE III
PROJECT NO. 70-3-22
Education
of
Multiply Handicapped Deaf Children
INDIANA SCHOOL FOR THE DEAF
LEARNING THROUGH DAILY EXPERIENCES
TOTAL STAFF INVOLVEMENT

THREE FOLD POSTER MADE IN THE MEDIA CENTER FOR USE AT EDUCATIONAL CONFERENCES

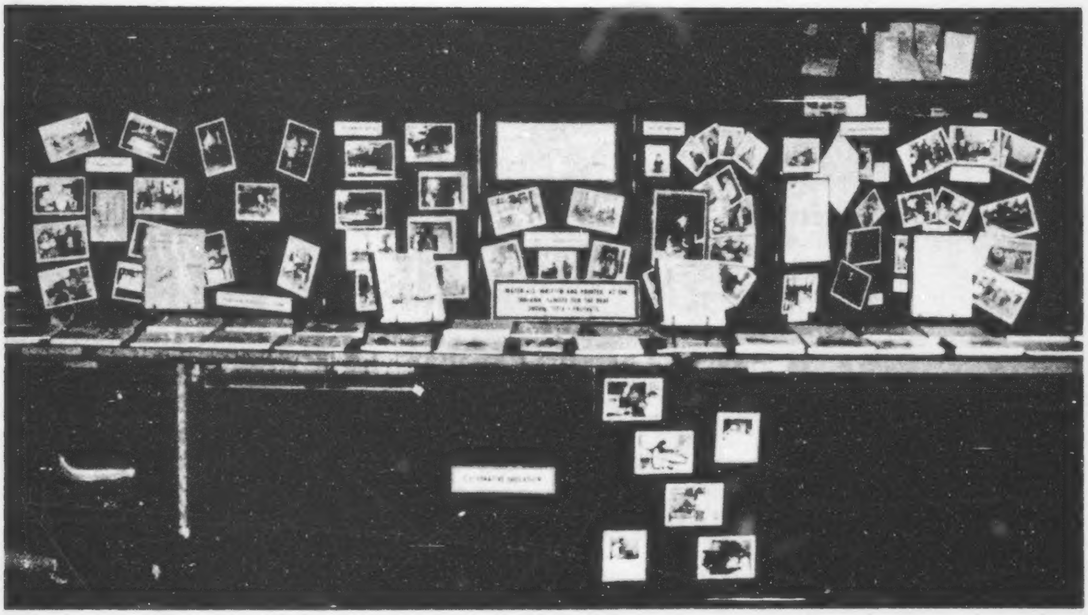


EXHIBIT OF TITLE I AND TITLE III ACTIVITIES AT THE PARENT-STUDENT WORKSHOP SPONSORED BY THE JUNIOR NATIONAL ASSOCIATION OF THE DEAF

DISSEMINATION

On the opposite page is the picture which appeared in the Criterion for March 17, 1972, above the caption at the bottom of this page. The exhibit pictured shows many phases of the Title I and Title III projects at the Indiana School for the Deaf. It was created and put on display by the staff of the Instructional Media Center of the school

the CRITERION

VOL. XI. NO. 25 INDIANAPOLIS, INDIANA, MARCH 17, 1972

OLDENBURG FRANCISCANS STUDY OPPORTUNITIES—More than 300 Sisters of St. Francis, Oldenburg, took part in the third annual Sister Denis Professional Day last Saturday at St. Lawrence School, Indianapolis, designed to present opportunities for new apostolates. The annual program honored the memory of Sister Mary Denis Wuertz, O.S.F., former supervisor at the Catholic Office of Education. Shown above examining a display of volunteer projects at the Indiana School for the Deaf are Sister Marilyn Brokamp, O.S.F., left, of Our Lady of Mercy School, Dayton, and Sister Concetta Hileman, O.S.F., principal of St. Louis School, Batesville. Saturday's program focused on social service, parish ministry, special education services, work with migrants and rehabilitation work. During the afternoon tours were arranged to various Indianapolis institutions.

ARTS AND CRAFTS
INDIANA SCHOOL FOR THE DEAF
1300 EAST 42ND STREET
INDIANAPOLIS INDIANA 46205
We like the Zoo
MATERIALS WRITTEN AND PRINTED AT THE INDIANA SCHOOL FOR THE DEAF UNDER TITLE I PROJECTS
TITLE III
PROJECT NO. 70-3-22
Education

LIST OF RECIPIENTS OF INNOVATIVE INSTRUCTIONAL MATERIALS DEVELOPED BY PROJECT STAFF AND DISSEMINATED DURING THE PROJECT

1. Programmed Vocabulary Workbooks for Multiply Handicapped Deaf Children

Tom McGinnis, Pre-Vocational Education Coordinator, Hamilton County Special Education, Carmel, Indiana.

Tom O'Brien, State Projects Director, State House, Indianapolis, Indiana.

J. Ronald Schepp, Department of Public Instruction, State Office Building, Indianapolis, Indiana.

Libby Uavanni, Teacher, Marion County Association for Retarded Children.

Sue Holsapple, Parent of deaf child.

Mrs. Millie Thompson, Supervisor, Noble Center for Retarded Children, South Branch, Indianapolis, Indiana.

Purdue University Library.

Mrs. Donna Leska, Program Coordinator, Wabash Center, Lafayette, Indiana.

Carl Binnie, Assistant Professor, Audiology and Speech Department, Purdue University.

Mrs. Jan Proehl, Teacher, Tilden Pre-School for the Deaf, St. Paul, Minnesota.

Dorothy Kestner, Pre-school Lead Teacher, Noble Center for Retarded Children, Indianapolis, Indiana.

Susan Payne, Teacher, Crossroads Rehabilitation Center, Indianapolis, Indiana.

Bette Rubenstein, Regional Consultant, Comprehensive Association of the Retarded.

Dr. Cvetko Brajovich, Director, Speech Institute, Belgrade, Yugoslavia.

Dr. M. D. Steer, Professor, Purdue University.

Dean Cunningham, Texas School for the Deaf.

Elaine Trukken, Intermediate Supervision Teacher, Minnesota School for the Deaf.

Mr. W. Snowden, Her Majesty's Inspector of Special Schools, London, England.'

Annette Horst, Teacher, Indiana University, North.

Miss Olive Steward, Librarian, Jericho Hill School for the Deaf, Vancouver 8, British Columbia, Canada.

Mary Plackett, Librarian, Royal National Institute for the Deaf, London WCIE 6AH, England.

Mrs. Myrtle N. Allen, Secretary, Minnesota Association of the Deaf, Inc., Minneapolis, Minnesota.

Ms. Ann L. Pruitt, Teacher, Purdue University, West Lafayette, Indiana.

Mr.Harold Dick, Superintendent, Madison-Grant United School Corporation (for deaf-partially seeing girls), Fairmount, Indiana.

Mrs. Leslie Saloman, Teacher, St. Francis Xavier School, Warren, Michigan.

Mrs. Betty Jane Carl, Teacher, McGraw School in Detroit, Michigan, Ferndale, Michigan.

Mr. Chester Dunlap, Division of Vocational Rehabilitation, Bloomington, Indiana.

Judith Cupp, Teacher, Marion Comm. Schools-Scott DeHaven, Swayzee, Indiana.

Miss Leah Moir, Teacher, Detroit Public Schools, Southfield, Michigan.

Miss Delores Seketa, Teacher, Clay County Learning Center, Brazil, Indiana.

Bill Duckworth, Consultant, Indiana Division of Special Education, Indianapolis, Indiana.

John Reifsnider, Director of Special Education, East Allen School Corporation, New Haven, Indiana.

Dr. Robert Seitz, Associate Professor, Ball State University, Muncie, Indiana

Diana Sider, Resource Assistant, A.B.D., Indianapolis Public Schools, Indianapolis, Indiana.

Ruth Roberts, Child Therapist, Lajaer State Home and Training School, Flint, Michigan.

Council of Organizations Serving the Deaf.

Dr. Donald F. Moores, Director of Special Education, University of Minnesota, Minneapolis, Minnesota.

John W. Hudson, Jr., Principal, Kentucky School for the Deaf, Danville, Kentucky,

D. S. Spidal, Assistant Director, Project LIFE, Language Improvement to Facilitate Education, Washington, D.C.

Dr. Maureen Haggerty, Director, Centro de Education Especial, de Chimbote Apartado 241, Chimbote, Peru.

McCay Vernon, Department of Psychology, Western Maryland College.

Mr. Eisinger, Regional Consultant, Title I.

Dolores Foulkes, Supervisor of Program for Deaf, Department of Public Instruction, Indianapolis, Indiana.

Marian Otto, Teacher, Crossroads Rehabilitation Center.

Dr. E. S. Greenaway, President, British Deaf Association.

Jesse Wright, Counselor, Jefferson County Area Vocational School, Jeffersontown, Kentucky.

Pat Schrader, Director of Special Education, Johnson County Schools, Whiteland, Indiana.

Mrs. Renee Johnson, Acquisitions Coordinator, Council of Exceptional Children Center.

Sharon Falb, Program Director, St. Paul Hearing and Speech Center, St. Paul, Minnesota.

Leo Dicker, Education Director, University of Wisconsin.

Patricia Costello, Education Director, Special Education, Texas Tech University.

Letti Lee Bartz, Primary Principal, Nebraska School for the Deaf.

Wayne R. Fisher, Instructor, Speech and Hearing Department, Purdue University.

Gabriel A. Adepoju, Carver School for the Deaf, Kwara State Ministry of Education, Nigeria, West Africa.

Wilholm R. Wegner, Lay Minister to the Deaf, Delevan, Wisconsin.

Ruth Shock, Graduate Student, Ball State University.

Margaret Inlow, Public School Consultant, Indianapolis Public Schools.

Mr. Ash, Director of Instructional Materials Center, Butler University.

Mrs. Myrtle N. Allen, Secretary, Minnesota Association for the Deaf.

Mr. Dick Payette, Teacher of the Deaf, Munhall School, St. Charles, Illinois.

Sue James, Parent of Deaf Child.

Robert Dawson, Principal, Florida School for the Deaf.

Mrs. William E. Keller, Whitmore Bolles School, Dearborn, Michigan.

Robert Hoffmeister, Research and Development Center, University of Minnesota.

Sister Mary Cleary, St. Francis de Sales Convent, Brooklyn, New York.

Louella W. Graham, Director, Speech and Hearing, Georgia Retardation Center.

Director, Media Center, Lake McHenry Regional Program for the Hearing Impaired, Gurnee, Illinois.

Peoria Special Education Program, Peoria, Illinois.

Mrs. Adrian Reinhart, Teacher, Gibson County Retarded Children Association, Krissy Kay School, Princeton, Indiana.

Larry Reed, Projects Director, Rehabilitation Center, Elkhart, Indiana.

Ken Brasel, Doctoral Candidate, University of Illinois.

E. Dykes, Teacher, Southern Arizona Training Program, Tucson, Arizona.

Sister Rose Mary Gaffney, Teacher of the Deaf, New York, New York.'

Mrs. J. Kohl, Primary Principal, St. Mary's School for the Deaf, Buffalo, New York.

Donald Treibic, Dissemination Consultant, Division of Special Education, Title III, Indianapolis, Indiana.

Mrs. Lewis Shaver, Missionary to Deaf, CDF Center, Kingston, Jamaica.

Iva M. Eklof, Teacher, Special Education, Public Schools of Madison, Wisconsin.

Mr. Peter De Ruiter, Varityper Corporation, Indianapolis, Indiana.

Sharon Falb, Consultant, Teacher of the Deaf, St. Paul School District #197, West St. Paul, Minnesota.

Janet Zickfield, Speech Therapist, Stone Belt Council for Retarded Children, Inc., Bloomington, Indiana.

Miss Marcia Haslett, Stevensville, Michigan.

Mrs. M. Chase, Pre-School Teacher, The Rehabilitation Center, Evansville, Indiana.

Miss Barbara Bishop, Director Special Education, Putnam West Hendricks County, Bainbridge, Indiana.

Dora B. Laramie, Teacher, U.S.D., Ogden, Utah.

Miss Carol Ferreir, Jersey Short Association for Deaf and Hard of Hearing Children, Spring Lake, New Jersey.

Sharry Haston, Teacher, Maryland School Public, Dameron, Maryland.

Barbara C. Sonies, Project Manager, American Speech and Hearing Association, Washington, D.C.

Ronald Eltzroth, Parent of M.H. Deaf Child, Anderson, Indiana.

E. Marshall Wick, President, Canadian Association of the Deaf, Toronto, Ontario, Canada.

G. Bunch, Principal, Ontario School for the Deaf, Belleville, Ontario, Canada.

Brother J. O. Fitzgerald, St. Joseph's School for the Deaf, Cabra, Dublin 7, Ireland.

Ms. Vina McInthosh, Academic Supervisor, Atlanta Area School for the Deaf, Atlanta, Georgia.

Ted A. Fuller, Principal, Speech and Hearing Center, Birmingham Public Schools, Birmingham, Alabama.

Gwendol Butler, Sup. Tchr. HS Department, Texas School for the Deaf, Austin, Texas.

David M. Denton, Superintendent, Maryland School for the Deaf, Frederick, Maryland.

Henry Howard, Vocational Rehabilitation, St. Paul, Minnesota.

Mrs. Junker, Teacher, Indiana School for the Blind, Indianapolis, Indiana.

Stephen F. Nestor, Jr., Guidance Counselor, Crotched Mountain School, Peterborough, N. H.

Marsha Murphy, Teacher, Speech and Hearing Center, Amarillo, Texas.

Dr. Doris Naiman, Director of Training, Deafness Center, New York University, New York, New York.

Mrs. D. Teel, Teacher MHD, Durant Tuuri Mott, Grand Blac, Michigan.

Larry Crouse, Department of Special Education, State Department of Education, St. Paul, Minnesota.

Francie Naiman, Teacher, Junior High School 47, New York, New York.

Emilia Martyka, Language and Curriculum Specialists, Detroit Day School for the Deaf, Detroit, Michigan.

James L. Collins, Ph. D., Assistant Professor, Ohio State University, Columbus, Ohio.

Janet Whan, Teacher, West School, Plymouth, Indiana.

Rev. Dr. Robert C. Fletcher, Instructor, School for Retarded-Deaf and Blind-Deaf, Birmingham, Alabama.

Rosita N. Pacto, Voc. Rehab. Counselor, Orange Grove Center Program for M.H.D., Chattanooga, Tennessee.

Miss Ann Davidson, Director of Deaf Project, Goodwill Rehabilitation Center, Winston-Salem, North Carolina.

Helen Maddox, Teacher, South Carolina School for the Deaf, Taylors, South Carolina.

Carol Schwieger, President of State Parent Organization, Minnesota Association of Parents of Hearing Impaired Children, New Brighton, Minnesota.

Dr. E. D. Mindel, Researcher with M.H. Deaf, Michael Reese Hospital, Chicago, Illinois.

Ann Olmstead, Curriculum Coordinator, Texas School for the Deaf, Austin, Texas.

Mrs. Sue Stanley, School Psychologist, Logansport Joint Special Education, Logansport, Indiana.

Polly Gage-Pat Cromer, Teacher, Pre-School Program, Bloomington, Indiana.

Glenn T. Lloyd, Director of Research, Deafness Research and Training Center, New York University, School of Education, New York, New York.

Perry Leslie, School of Communicative Disorders, University of Wisconsin, Stevens Point, Wisconsin.

Mrs. Betty Van Tighem, Reading Program Coordinator, Montana School for the Deaf and Blind, Great Falls, Montana.

Harriet Macfarlane, Teacher Deaf/L.D., Virginia School at Hampton, Norfolk, Virginia.

Mrs. R. A. Ricks, Director-Special Ministries, First Baptist Church, Amarillo, Texas.

David Costello, Teacher, Dixon State School for the Mentally Retarded, Dixon, Illinois.

Sister Mary Carl, Director, Educational Readiness Program. Farmingham, Mass.

Mary A. Rowan, Teacher, Atlanta School for the Deaf, Atlanta, Georgia.

Dr. Robert R. Gates, Superintendent Deaf School, Pennsylvania State Oral School for the Deaf, Scranton, Pennsylvania.

Ms. Willa Rembert, Deaf teacher, Hearing and Speech Center, Columbia, South Carolina.

Ms. Pat Taylor, Teacher, Central Susquehanna Intermediate Unit, Lewisburg, Pennsylvania.

Sharon Berry, Teacher, D.A.C. Center for Learning, Portsmouth, Virginia.

C. Vernon Humble, Coordinator Deaf Education, Anchorage Borough School District, Anchorage, Alaska.

Miss Goldie Trboyevich, Director-Media Center, Kendall School, Gallaudet College, Washington, D.C.

Dr. H. W. Hoemann, Assistant Professor, Bowling Green State University, Bowling Green, Ohio.

John T. Crandall, Educ. Spec. Aids, Georgian Forest Elementary, Brookeville, Maryland.

Lewis R. Browning, Supervisor, Evansville-Vanderburgh School Corporation, Evansville, Indiana.

Mrs. Ruth Goddard, Teacher, Roseville, Minnesota.

Mrs. Litch, Gethsemane School, Ft. Wayne, Indiana.

Midwest Regional Media Center, Lincoln, Nebraska.

Ruth Roberts, Child Therapist, Lapeer State Home and Training School, Lapeer, Michigan.

Dr. Donald F. Moores, Director of Special Education, University of Minnesota.

Robert K. Lennon, Assistant Superintendent for Multi-Handicapped Unit, California School for the Deaf.

Mr. Charles Leman, Media Director, Michigan School for the Deaf.

Rev. Daniel Pokorny, Chaplain, Gallaudet College.

Miss I. B. Pollit, Retired Headmistress, Fairfield P.N.E.U. School, Ambleside, England, Hobart, Tasmania.

2. Introduction to Association Visual Perception.

Barbara C. Sonias, Project Manager, American Speech and Hearing Association, Washington, D.C.

Mary A. Rowan, Teacher, Atlanta School for the Deaf, Clarkston, Georgia.

Richard Prather, Tutor, Vocational Rehabilitation, Bloomington, Indiana.

Miriam Gusfield, Teacher, Loudoun County Schools, Leesburg, Virginia.

Ms. Ann L. Pruitt, Teacher, Purdue University, West Lafayette, Indiana.

Mrs. Peggy Hanson, Speech and Hearing Department, Lynchburg Training School and Hospital, Lynchburg, Virginia.

Virginia Lee Stevenson, Media Specialist, Arizona School for the Deaf, Tucson, Arizona.

Frances M. Bergstrom, Media-Librarian, Michigan School for the Deaf, Flint, Michigan.

Judith Cupp, Teacher, Marion Comm. Schools-Scott DeHaven, Swayzee, Indiana.

Sister Doris Batt, Principal, Cleary School for Deaf Children, Ronkonkoma, New York.

Rev. Orlin S. Anderson, Minister of the Deaf, Jacksonville, Illinois.

Brother J. O. Fitzgerald, St. Joseph's School for the Deaf, Cabra, Dublin 7, Ireland.

Mrs. Junker, Teacher, Indiana School for the Blind, Indianapolis, Indiana.

Midwest Regional Media Center, Lincoln, Nebraska.

Judy Treat, Teacher, Garden Hills School, Champaign, Illinois.

Marlow Olson, Pastor to Deaf People, Peace Lutheran Church for the Deaf, Indianapolis, Indiana.

Robert C. Rowland, II, Vicar, Lutheran Church of Our Redeemer, Kokomo, Indiana.

Polly Gage-Pat Cromer, Teacher, Pre-School Program for the Deaf, Bloomington, Indiana.

Dr. Robert Seitz, Associate Professor, Ball State University, Muncie, Indiana.

Lewis R. Browning, Supervisor, Evansville-Vanderburgh School Corporation, Evansville, Indiana.

Ms. Ruth Goddard, Teacher, Roseville, Minnesota.

Richard Eisinger, Supervisor of Consultants, ESEA Title I.

Ruth Roberts, Child Therapist, Lapier State Home and Training School, Flint, Michigan.

Bill Duckworth, Consultant, Indiana Division of Special Education, Indianapolis, Indiana.

Janet Zickfield, Speech Therapist, Stone Belt Council for Retarded Children, Inc., Bloomington, Indiana.

Sue Stanley, School Psychometrist, Logansport Joint Special Education, Logansport, Indiana.

Sister Christine, Media-director, St. John's School for the Deaf, Milwaukee, Wisconsin.

Miss Barbara Bishop, Director Special Education, Putnam-West Hendricks County, Bainbridge, Indiana.

Dora B. Laramie, Teacher, U.S.D., Ogden, Utah.

Mrs. M. Chase, Curriculum Coordinator, The Rehabilitation Center, Evansville, Illinois.

Mrs. Becky Larsh, Teacher, La Fontaine, Indiana.

Mrs. Litch, Teacher, Gethsemane School, Ft. Wayne, Indiana.

Mrs. Betty Smith, Teacher, Putnam-West Hendricks, Greencastle, Indiana.

Sharry Haston, Teacher, Maryland Schools-Public, Dameron, Maryland.

3. Programmed Language Workbook for Multiply Handicapped Deaf Children

Ruth Roberts, Child Therapist, Lapeer State Home and Training School, Lapeer, Michigan.

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Mr. W. Snowdon, Her Majesty's Inspector of Special Schools, London, England.

Dr. E. S. Greenaway, President of the British Deaf Association, Wiltshire, England.

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Dr. McCay Vernon, Western Maryland College.

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Janet Whan, Teacher, West School, Plymouth, Indiana.

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G. Bunch, Principal, Ontario School for the Deaf, Belleville, Ontario, Canada.

Brother J. O. Fitzgerald, St. Joseph's School for the Deaf, Cabra, Dublin 7, Ireland.

David M. Denton, Superintendent, Maryland School for the Deaf, Frederick, Maryland.

Henry Howard, Vocational Rehabilitation, St. Paul, Minnesota.

Mrs. Junker, Teacher, Indiana School for the Blind, Indianapolis, Indiana.

Stephen F. Nestor, Jr., Guidance Counselor, Crotched Mountain School, Peterborough, N.H.

Mrs. Betty Van Tighem, Reading Program Coordinator, Montana School for the Deaf and Blind, Great Falls, Montana.

Harriet Macfarlane, Teacher deaf/L.D., Virginia School at Hampton, Norfolk, Virginia.

Mrs. R. A. Ricks, Director-Special Ministries, First Baptist Church, Amarillo, Texas.

Mary A. Rowan, Teacher, Atlanta School for the Deaf, Atlanta, Georgia.

Dr. Robert R. Gates, Superintendent Deaf School, Pennsylvania State Oral School for the Deaf, Scranton, Pennsylvania.

Ms. Willa Rembert, Deaf teacher, Hearing and Speech Center, Columbia, South Carolina.

Ms. Pat Taylor, Teacher, Centeral Susquehanna Intermediate Unit, Lewisburg, Pennsylvania.

C. Vernon Humble, Coordinator Deaf Education, Anchorage Borough School District, Anchorage, Alaska.

Miss Goldie Trboyevich, Director-Media Center, Kendall School, Gallaudet College, Washington, D.C.

Dr. H. W. Hoemann, Assistant Professor, Bowling Green State University, Bowling Green, Ohio.

John T. Crandall, Educ. Spec. Aids, Georgian Forest Elementary, Brookeville, Maryland.

Lewis R. Browning, Supervisor, Evansville-Vanderburgh School Corporation, Evansville, Indiana.

Mrs. Ruth Goddard, Teacher, Roseville, Minnesota.

Mrs. Litch, Gethsemane School, Ft. Wayne, Indiana.

Midwest Regional Media Center, Lincoln, Nebraska.

Mary Plackett, Librarian, Royal National Institute for the Deaf, London WCIE 6AH, England.

Mr. Harold Dick, Superintendent, Madison-Grant United School Corporation (for deaf-partially seeing girls), Fairmount, Indiana.

Mrs. Leslie Saloman, Teahcer, St. Francis Xavier School, Warren, Michigan.

Richard Prather, Tutor, Vocational Rehabilitation, Bloomington, Indiana.

Glenn T. Lloyd, Ed. D., Director of Research, Deafness Research and Training Center, New York University, School of Education, New York, New York.

Margaret Inlow, Consultant, Indianapolis Public Schools, Indianapolis, Indiana.

Richard Eisinger, Supervisor of Consultants, ESEA Title I.

Mrs. Becky Larsh, Teacher, La Fontaine, Indiana.

Mrs. Betty Smith, Teacher, Putnam-West Hendricks County, Greencastle, Indiana.

Peter Seiler, Teacher, Hearing Impaired Department, Hinsdale Township High School, South, Clarendon Hills, Illinois.

Vivian Tasker, Director SEIDAL, Illinois State University, Normal, Illinois.

Paul Ash, Director, Instructional Media and Resource Center, Butler University, Indianapolis, Indiana.

Marlow Olson, Pastor to Deaf People, Peace Lutheran Church for the Deaf, Indianapolis, Indiana.

Joan Row, Student, I.U. Nursing Program, Indianapolis, Indiana.

Rev. Orlin S. Anderson, Minister of the Deaf, Jacksonville, Illinois.

Robert C. Rowland, II, Vicar, Lutheran Church of our Redeemer, Kokomo, Indiana.

Diane M. Munro, Teacher, Crossroads Rehabilitation Center, Indianapolis, Indiana.

Frances M. Bergstrom, Media-Librarian, Michigan School for the Deaf, Flint, Michigan.

Edmund B. Boatner, Superintendent Emeritus, Hartford, Connecticut.

Mrs. Betty Jane Carl, Teacher, McGraw School in Detroit, Ferndale, Michigan.

Mr. Chester Dunlap, Division of Vocational Rehabilitation, Bloomington, Indiana.

Judith Cupp, Teacher, Marion Comm. Schools-Scott DeHaven, Swayzee, Indiana.

THE HOOSIER

December 1971 - January 1972

OUR COVER: Christmas Story in the Multiply Handicapped Unit Santa used an airplane this year because his reindeer were sick. He landed on the roof of the MH Unit, and came down the chimney. The children found him standing in front of the chimney with his pack full of gifts for them.

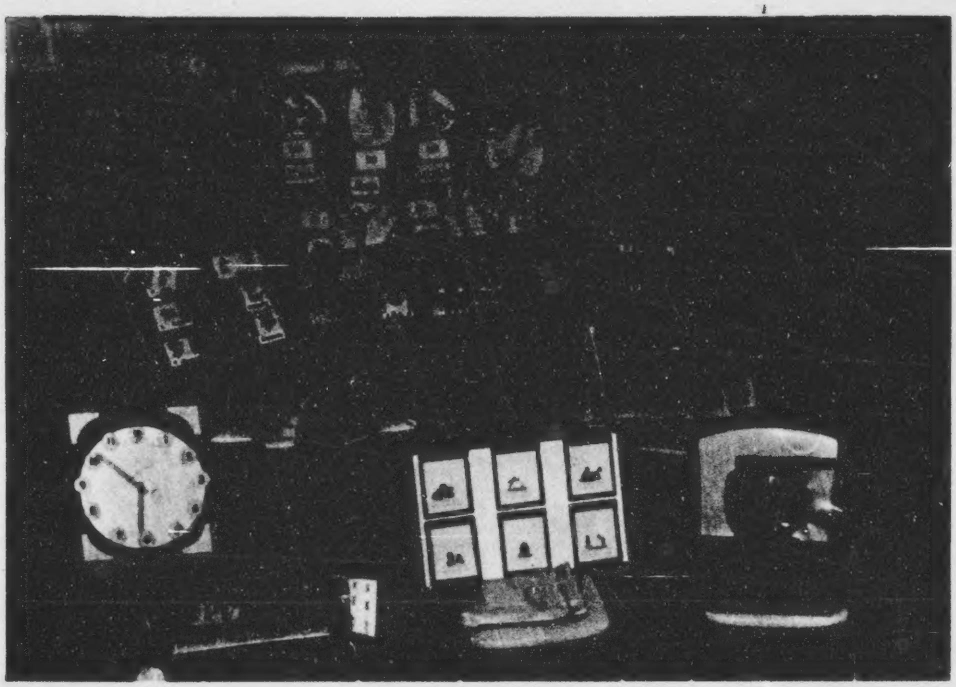
St. Nick brings joyful excitement to children in the MH Unit.

Christmas 1971

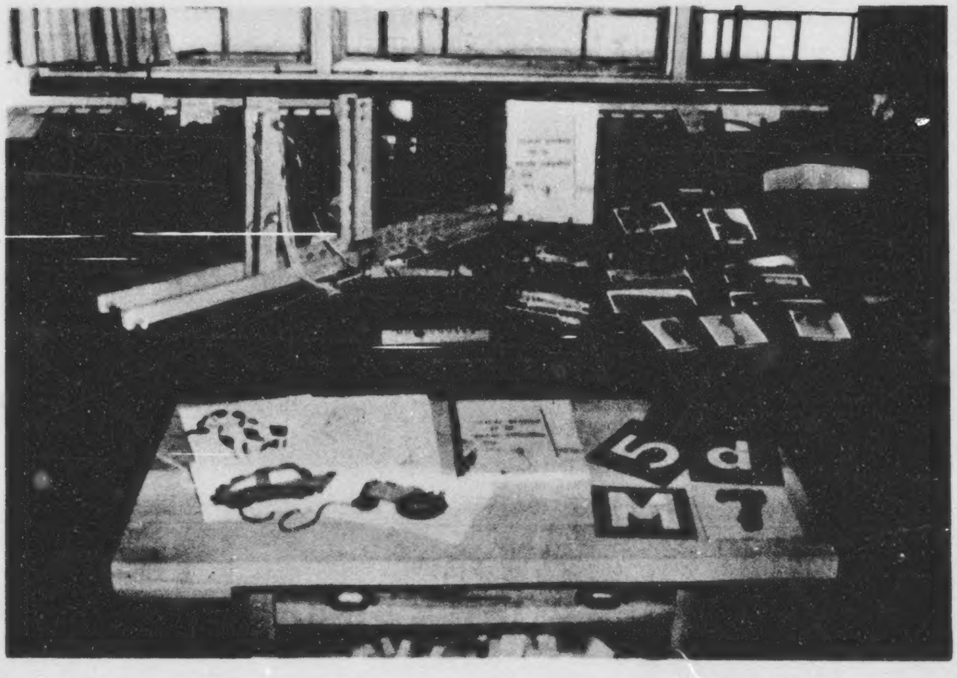
The Hoosier

"There's a language that is Mute; a silence that Speaks."

Vol. 85 December, 1971-January, 1972 No. 2



INNOVATIVE LEARNING MATERIALS PRODUCED FOR USE IN MULTIPLY HANDICAPPED CLASSES



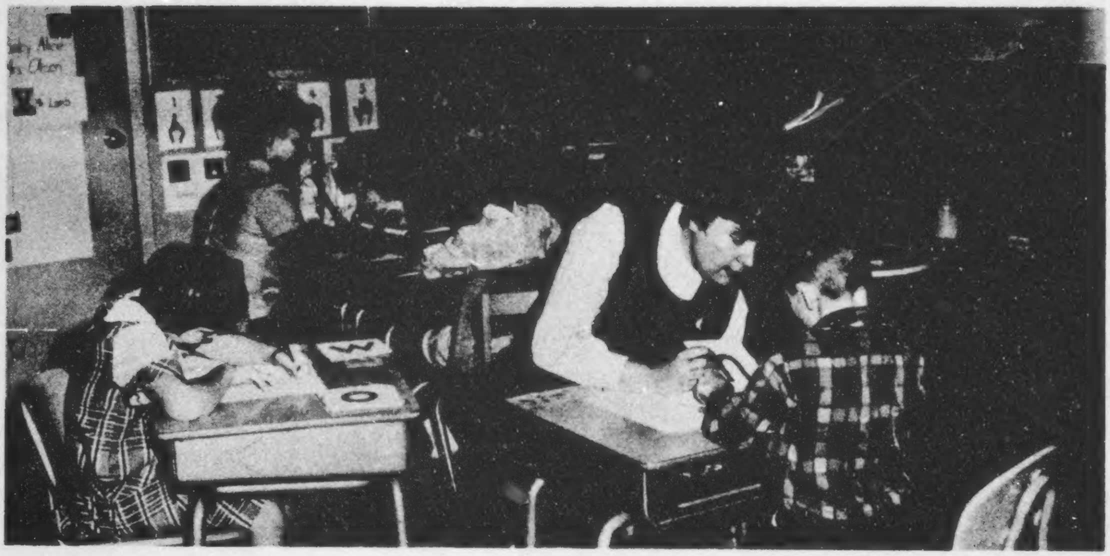
THE
BRITISH DEAF
NEWS

OCTOBER 1971
VOL. 8 No 4 PRICE 5p

MISS ELIZABETH FOSTER

The most tragically handicapped of all deaf children are those who in addition to their hearing loss also have other problems. Miss Foster (whose parents live in Leeds and are well known to our members for their services to our Association) became interested in the educational problems of multiply handicapped deaf children and after some years of service at the Bridge House School near Harrogate joined the staff of the Indiana State School for the Deaf in the United States. In this large residential school she has given outstanding service and pioneered developments in this most difficult of all work with deaf children. Her latest achievement is seen in the publication of her first book of Programmed Vocabulary Work Books for Multiply Handicapped Children. To English readers this volume will be a revelation since it combines one-handed finger spelling with the written word in the teaching of language at the earliest vocabulary stage. We heartily congratulate Miss Foster on her work and wish her every success in her future undertakings.

E.S.G.



TITLE III - MH UNIT

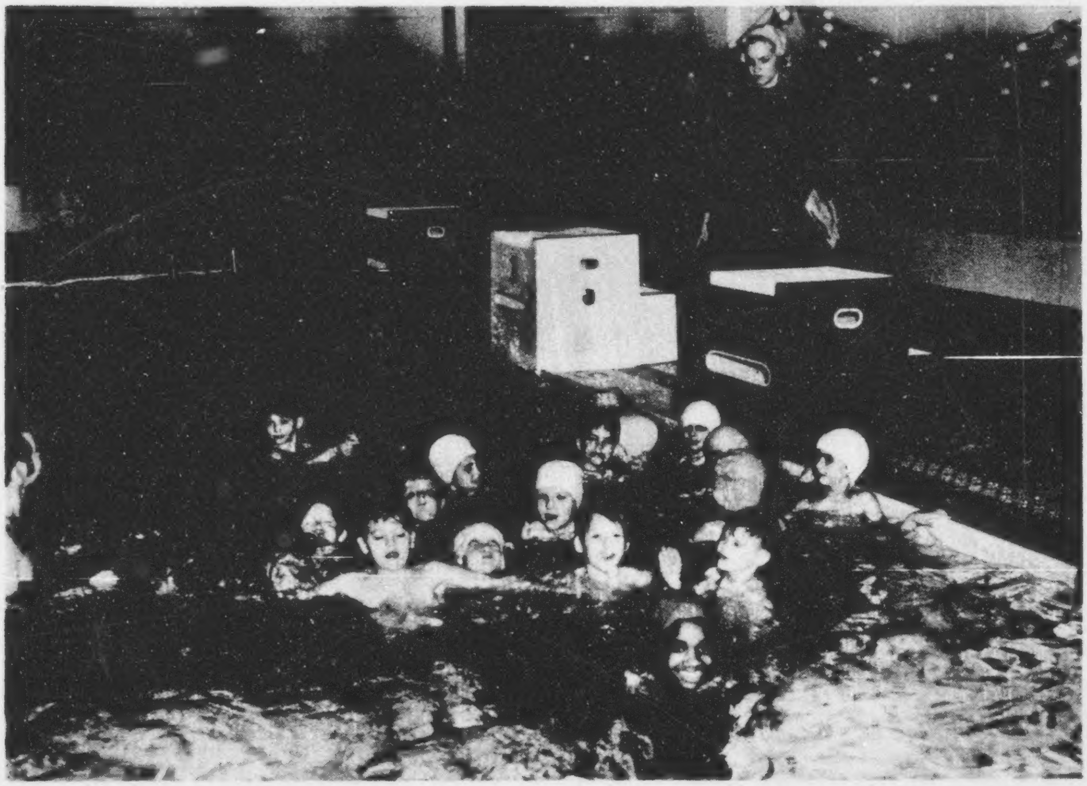
One of the most important aspects in working with the multiply handicapped deaf child is communication among staff members. Lines of communication must be complete and open for the program to operate at top efficiency toward the progress of each child.

Group, as well as individualized, lesson plans by the teacher, Miss Elizabeth Foster, are posted each week. Each child's social or academic problems are pin-pointed. Houseparents and the teacher then devise social and recreational activities for each individual child, listing these on sheets posted below the lesson plans. The entire staff is involved with each child in an active and on-going plan to assist the child to work through his or her particular difficulties.

Our houseparent on duty during the day, Miss Beth Morton, is actively engaged in the classroom assisting the teacher in her work with the children as a para-professional teacher-aide. Miss Morton also takes teacher requests for visual aids to the Media Laboratory and works them up into usable form for the classroom.

Materials and activities are tailor-made to suit a problem. For example, in teaching of numbers one through five, Miss Foster found that one child showed extreme difficulty. She communicated this to all staff members, not only through the weekly staff meeting, but also through the posted lesson plan for that child, whereupon the houseparent on evening duty, Miss Christan Davis, devised a simple form of Bingo to play with the children.

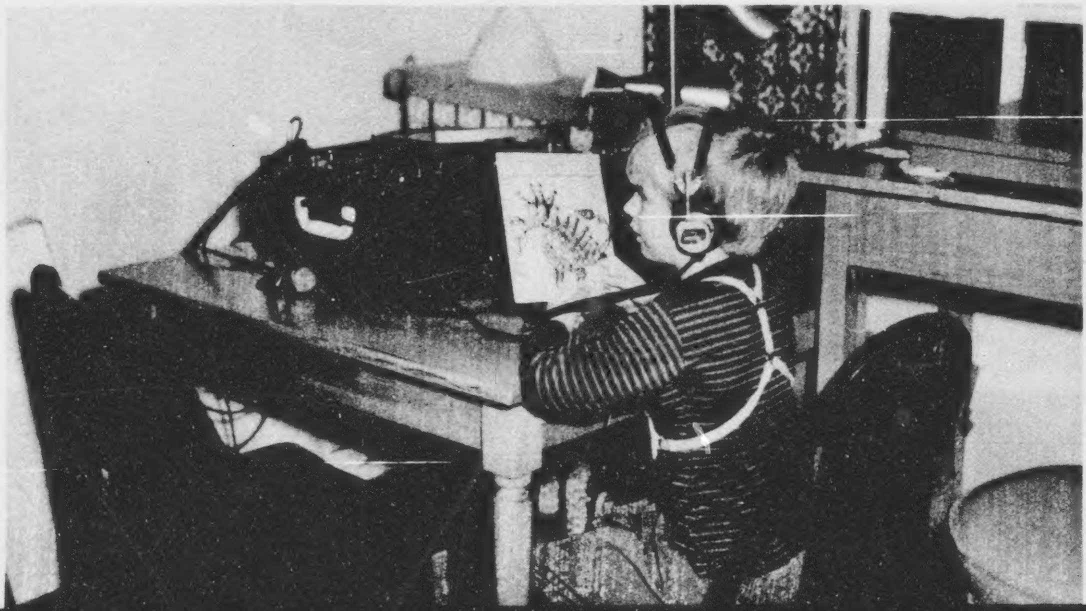
All staff members are involved in our total approach to the multiply handicapped deaf child--constantly searching, experimenting and documenting results of activities--in an effort to establish guidelines for our own program and those elsewhere in the state of Indiana.



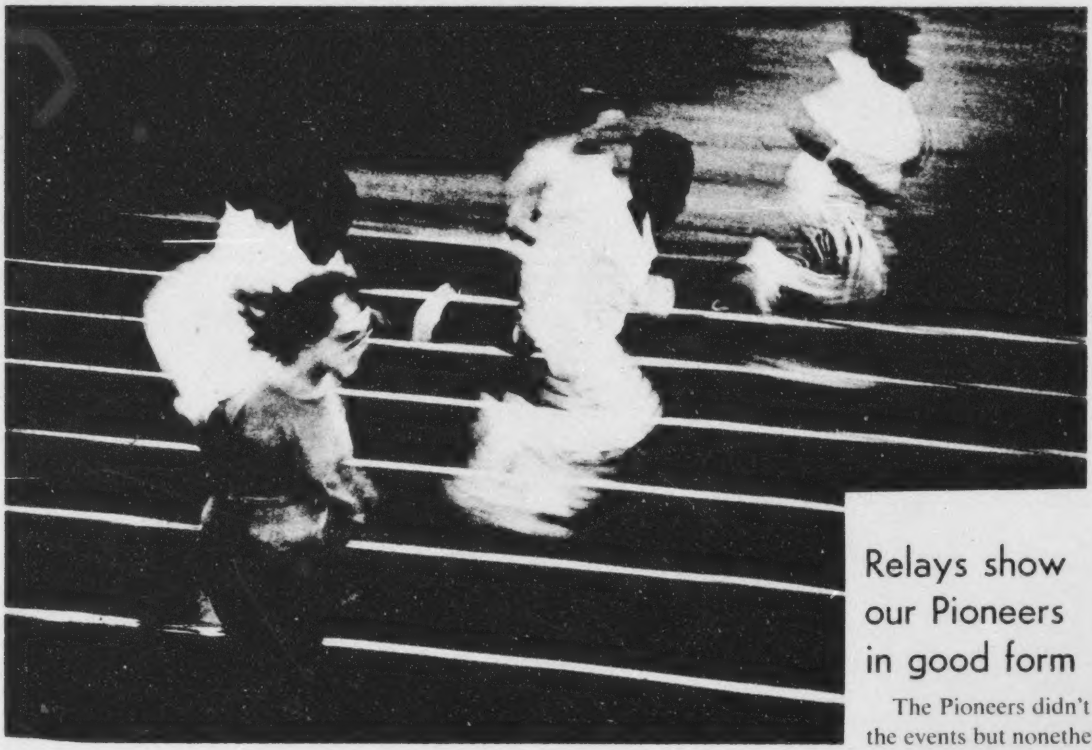
MRS. KRIS PERRY, Physical Education instructor, watches while Mr. David Barnett, Physical Education instructor, (left) teaches MH children to swim along with other little ISD fish.

MH Unit Pupils Busy with School Activities

DONALD DESURNE devotes part of each day to developing the use of his residual hearing in the MH unit.



TITLE III MULTIPLY HANDICAPPED DEAF CHILDREN PARTICIPATING
IN REGIONAL SPECIAL OLYMPICS, JUNE 5, 1971



Relays show our Pioneers in good form

The Pioneers didn't compete in the events but nonetheless were in great form June 5 during the first Regional Special Olympics at the Indiana School for the Deaf.

Many members of the Shadeland Pioneer chapter were on hand to assist the retarded youngsters and to score such events as softball throw, 300-yard run, 50-yard dash, standing long jump and high jump.

The Pioneers also funded the project, which was sponsored by the Marion County Association for Retarded Children.

An association spokesman said the purpose of the olympics was to provide appropriate physical, recreational and educational programs to enhance the total growth of the retarded citizen and to establish programs for the retarded where none exist presently. Also, the competition led up to a state special olympics which was held later at Indiana State University.

DIAL TONE

Grady Franklin, Editor
Shary Hoffman, Assistant Editor

The Dial Tone is published 11 times a year for employees of Western Electric's Indianapolis Works. We strive in our writing to meet standards set by the International Association of Business Communicators (IABC) and its local affiliate, the Indiana Business Communicators (IBC). Our photographic guidelines come from the National Press Photographers Association (NPPA) and its Hoosier affiliate, the Indiana News Photographers Association (INPA).

Western Electric

2525 SHADELAND AVENUE
INDIANAPOLIS, IND. 46206

LIFE MEMBER COMMUNICATIONS

SHADELAND CHAPTER NO. 77
Telephone Pioneers of America
Indianapolis, Indiana
EDITOR: E. A. HOPPENSTEADT

Issue No. 35
December 1972

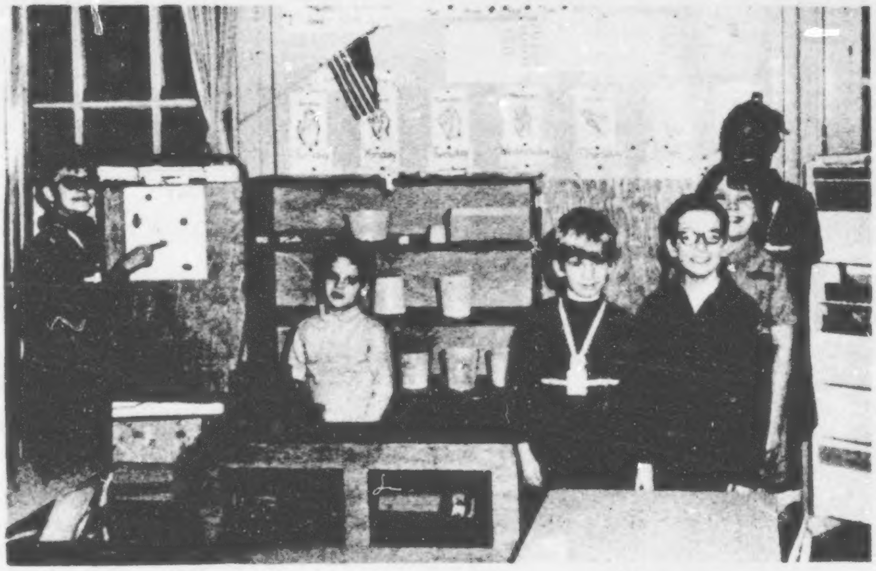
MORE COMMUNITY SERVICE - THE MULTIPLE HANDICAPPED DEAF CHILDREN

The Indiana School for the Deaf - Indianapolis, Indiana, has a continuing need for assistance in the field of developing and constructing equipment for use with multiple handicapped deaf children. MISS ELIZABETH FOSTER - Teacher of the Deaf - has designed a number of items required in her effort to help these handicapped children.

One of our Shadeland Chapter Life Members has constructed many functional units for the school. These, in the main, are wood-working projects. Mr. Howard (BOB) Evans has given much time and talent to constructing -- a portable Candy Store -- a book case/study corner - a Study Carrel (mentioned in our last publication) -- Desk Top Flannel Boards -- Stop Sign -- Traffic Light -- Balancing Board -- Walking Board -- and Belly Board. The last three items listed were copied from similar equipment now in use at the Noble School. What a rewarding experience this must be for BOB EVANS -- giving of his time and talents.

SEE PICTURES NEXT PAGE

MR. HOWARD EVANS, LIFE MEMBER OF THE TELEPHONE PIONEERS OF AMERICA, CHAPTER NO. 77, WESTERN ELECTRIC, CONTINUES TO MAKE EQUIPMENT TO MEET THE SPECIFIC NEEDS OF OUR CLASSES



Candy store

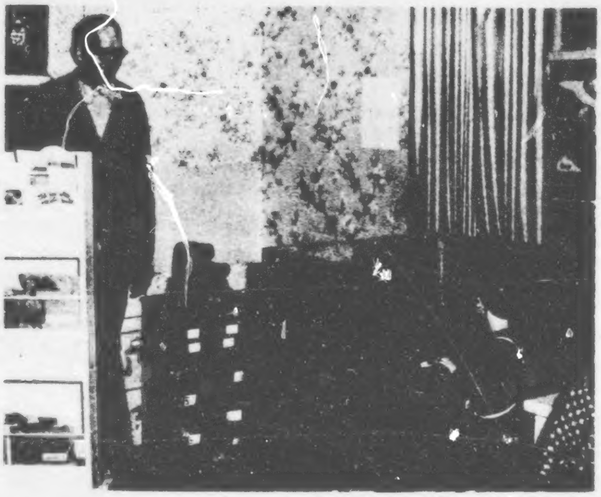
COMMUNITY SERVICE (Continued)

From Telephone Pioneer Association's COMMUNITY SERVICE NEWS:

"STUDY CARREL - Bob Evans is a life member of the Shadeland Chapter who keeps his interest in community service alive by continually constructing equipment for the Indiana School for the Deaf.

According to our dictionary, a carrel is "a small alcove, as in a cloister or library, for individual study." Bob's latest handiwork, a small wooden enclosure, was built to shut out distractions while a child works with a programmed language system specially designed for teaching handicapped children.

The carrel proved so successful that Bob built a second one, and both are being used every day."



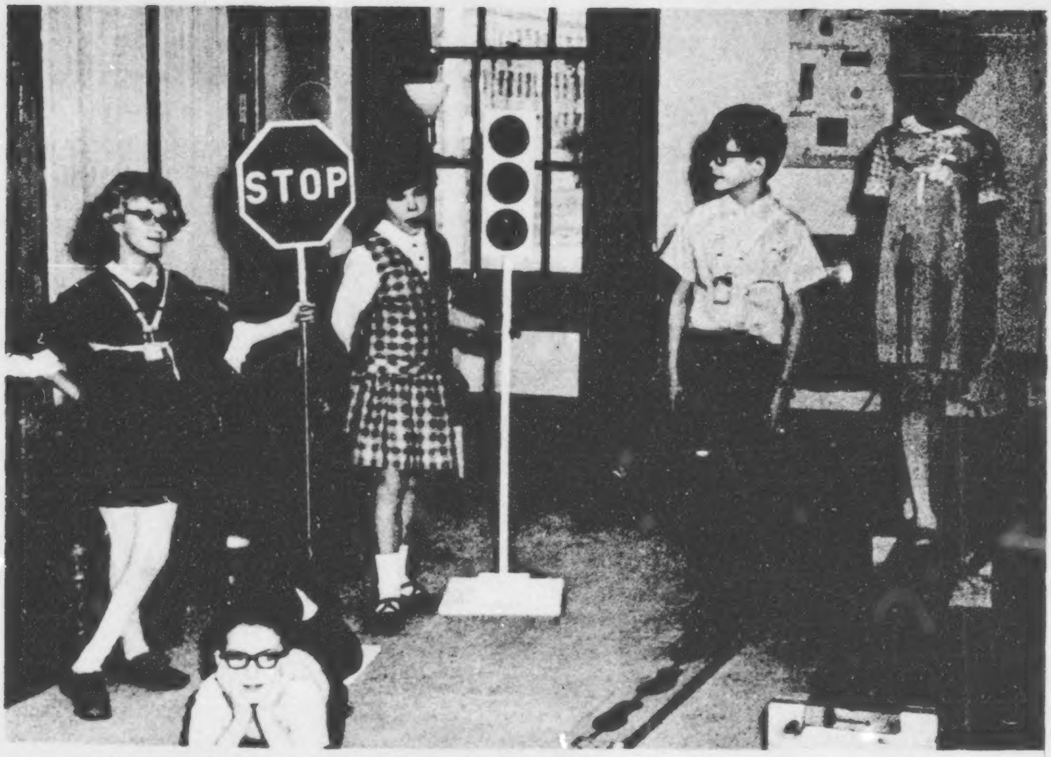
Life member Bob Evans watching a deaf youngster working in the study carrel Bob made for the school.

COMMUNITY SERVICE (Continued)

BOOK CASE/STUDY CORNER

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

STOP SIGN AND TRAFFIC LIGHT



community service news

ideas to stimulate participation

Summer 1972

grace howard 393-2784
lucille harris 393-3333

telephone pioneers of america
195 broadway · new york 10017

STUDY CARREL

ob Evans is a life member of the Shadeland Chapter ho keeps his interest in community service alive by ontinually constructing equipment for the Indiana chool for the Deaf.

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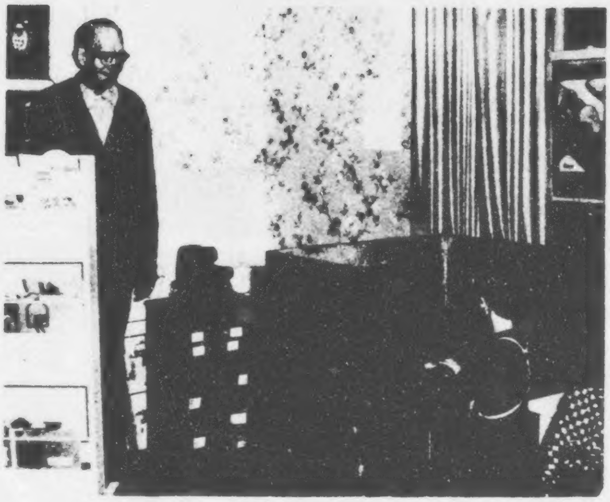


Life member Bob Evans watching a deaf youngster working in the study carrel Bob made for the school.

THE
BRITISH DEAF
NEWS

OCTOBER, 1972

HELPING "MULTIPLY" HANDICAPPED DEAF CHILDREN

Just a year ago in these pages we recorded with great pleasure the pioneer work being done in the United States on behalf of these sadly handicapped children by Miss Elizabeth Foster. On that occasion we noted the production of her first Programmed Vocabulary Work Book which was written and printed at the Indiana School for the Deaf. From that same source now comes a complete volume of 10 such workbooks eloquently testifying to the dedicated work of the author. Miss Foster, who is the Director of Educational Activities in the Multiply Handicapped Unit at the school, explains the nature and scope of the books in the introduction as follows: "The Multiply Handicapped Deaf Unit at the Indiana School for the Deaf uses the Total Communication approach to teaching. Much stress is on manual communication as oral methods of communication are extremely hard for children who are multiply handicapped deaf.

Therefore each workbook begins with the manual communication pictured along with printing and drawing. Each of the ten workbooks is programmed at a speed suited to the children in this unit, and it is suggested that other teachers adapt each programme to suit their own pupils' needs and rate of learning."

Naturally the "signs" used in the illustrations are those accepted in America and the finger-spelling captions are of the one-handed alphabet. Yet any teacher concerned in this arduous and important aspect of education would learn much from these books. We congratulate Miss Foster and the Indiana School on their enterprise and devotion. Miss Foster was for some years a teacher of the deaf in this country and her parents are our old friends and workers for the B.D.A. in Leeds. E.S.G.

III. COOPERATION WITH OTHER AGENCIES

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

KENDALL DEMONSTRATION
ELEMENTARY SCHOOL

April 30, 1973

Windell W. Fewell
Instructional Media Center
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Ind. 46205

Dear Mr. Fewell:

We wanted to thank you for the excellent workbooks you sent to us. They are already being put to good use. In fact, we have teachers waiting in line to use them.

Thanks again for the excellent material.

Sincerely,

Virginia Harker

Virginia Harker
Assistant Librarian

cc/vjh

SAMPLE OF TYPICAL REACTION TO OUR COOPERATION WITH OTHER AGENCIES.

Indiana School for the Deaf
1200 East 42nd Street
INDIANAPOLIS, INDIANA 46205

March 29, 1973

TO: Dorothy Stanfill

FROM: Windell W. Fewell

SUBJECT: Request for M/H Curriculum Materials

Dr. Jake Pino, of Ball State University, called today concerning a deaf-partially seeing girl, age 13, who is attending the Madison-Grant United School Corp. school. The school system is in dire need of any materials for M/H that might be helpful for they have nothing, and Dr. Pino, who was working with the school in some way, asked if we would send materials including the tracing book.

Send to: Mr. Harold Dick, Superintendent
Madison-Grant United School Corporation
120 South Main Street
Fairmount, Indiana 46928

Sent a selection of Title III publications.

EXAMPLE OF TYPE OF SITUATION IN WHICH WE HAVE GIVEN COOPERATION TO OTHER AGENCIES.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

WILSON RILES
ent of Public Instruction
Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

LESLIE BRINEGAR
Associate Superintendent of Public Instruction
and Chief, Division of Special Education

CALIFORNIA SCHOOL FOR THE DEAF

3044 Horace Street
RIVERSIDE, CALIFORNIA 92506
Telephone 714 683-8140

ERT K. LENNAN
nt Superintendent,
Handicapped Unit

RICHARD G. BRILL
Superintendent

EUGENE LUTES
Business Manager

July 12, 1972

Ms. Elizabeth Foster
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Ms. Foster:

I want to thank you for the excellent instructional materials for use with multi-handicapped deaf children which I received in today's mail. They will be extremely useful to us in our work here. We feel extremely fortunate in being able to share the fruits of your hard work since virtually all of our instructional materials are teacher-made. These materials will be especially useful to our teachers joining our staff in the fall.

As you may have heard, we have received $450,000 from the State Legislature to increase the size of our Unit from 60 to 110. We will have 12 new teachers joining our staff in the fall. I am still in need of eight additional teachers. Do you know of any persons that would be interested and would have the personal qualifications necessary for successful performance as teachers of deaf multi-handicapped children?

Again, thank you for sharing your excellent materials with us. Best wishes for continued success in your work.

Sincerely,

Robert K. Lennan

Robert K. Lennan
Assistant Superintendent

RKL:omr

ALLEN COUNTY SCHOOL FOR TRAINABLE CHILDREN
Public School Joint-Service Program

Gethsemane School
1505 Bethany Lane
Fort Wayne, Indiana 46825
748-8750

BEST COPY AVAILABLE

pating School Corporations:

Allen County Schools
U.S. 30 East
Haven, Indiana 46774
ichard D. Miller + Sup't

west Allen County Schools
ndustrial Road
ayne, Indiana 46805
Mosteck – Sup't

- Green Community Schools
usco, Indiana 46723
J. Smith – Sup't

west Allen County Schools
omestead Road
ayne, Indiana 46804
L. Glancy – Sup't

stering School Corporation

October 3, 1972

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Mr. ~~Field,~~ Fewell:

I want to thank you for all the time you spent with us during our visit to your school. We found everyone very helpful and we went home with a starting point for our deaf-blind child. Thank you for the many printed materials. We have found these useful not only for Linda but full of good teaching ideas in general.

Sincerely,

Sarah Litch

Sarah Litch
Head Teacher

LONG DISTANCE PHONE CALL FROM WINSTON-SALEM, N.C.

Ann Davidson of Goodwill Rehabilitation Center was asking about prices per book of the "excellent" Title III materials we had sent them.

Mrs. Stanfill explained that we can not sell the books but suggested that they be taken apart, pages punched for notebooks, and then removed as needed for reproduction via Thermofax and Ditto.

She was delighted to know that this was permissable and said that they were finding the books invaluable in working with adult deaf clients with very low verbal levels.

EXAMPLE OF TYPE OF SITUATION WHERE WE COOPERATE WITH OTHER AGENCIES.

National School Public Relations Association
1801 North Moore Street, Arlington, Virginia 22209 • 703: 528-5840

February 15, 1973

Mr. Wendell Fewell, Director
Deaf and Multiply Handicapped
Indiana School for the Deaf
Indianapolis, Indiana 46205

Dear Mr. Fewell:

Thank you for lending us both your time and assistance in our search for information for our Education U.S.A. Special Report on special education. You have been a tremendous help. Such cooperation alerts us to exemplary programs and insures that the material our report presents is accurate and up-to-date.

Since several months frequently elapse between the time we first receive materials and the point when we evaluate the finished manuscript, you may hear from us in the future so that we may revalidate our facts.

Again, thank you.

Sincerely,

Walda Roseman

Walda Roseman
Editorial Research Associate
Education U.S.A. Special Reports

WR:ys

INDIANA
UNIVERSITY
PURDUE
UNIVERSITY
at INDIANAPOLIS

ASSOCIATE OF ARTS DEGREE PROGRAM IN NURSING
1812 North Capitol Avenue • 46202 • (317) 926-4547

May 14, 1973

Mr. Windell W. Fewell
Curriculum Projects Director
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Mr. Fewell:

We wish to express our gratitude for allowing the IUPUI A A Nursing students to visit your center. We feel that it was a meaningful learning experience in their nursing education.

Thank you again for your time and consideration.

Sincerely,

Chris Reid

(Mrs.) Chris Reid
Pediatric's Instructor

CR:ps

PROJECT LIFE

LANGUAGE
IMPROVEMENT to
FACILITATE
EDUCATION

National Education Association
1201 Sixteenth Street, N W
Washington D C 20036
Telephone (202) 833-4147

March 30, 1971

Mr. and Mrs. Lester Stanfill
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Mr. and Mrs. Stanfill:

It was a pleasure to be with you last Wednesday and to see the many excellent contributions you are making through your Media Center. Your work certainly seems to be the hub of the school's learning activity.

We at Project LIFE appreciate your willingness to serve as intermediary between us and those teachers using our materials. I think you made an excellent choice in placing one machine and one set of filmstrips with Miss Foster.* She seems to be an extraordinary teacher. I am sure that Project LIFE will benefit from a relationship with her.

.....TWO PAGES OF HELPFUL SUGGESTIONS HAVE BEEN DELETED HERE.

I hope you will find this information useful as you guide teachers in their use of Project LIFE materials. It is unfortunate that we at Project LIFE are not able to publish any supplementary materials at this time. However, we do encourage teachers to be creative in presenting the student with supplementary activities to reinforce that learning which has taken place via Project LIFE filmstrips.

Please know that I am grateful for all the hospitality you accorded me. It is a pleasure to have such wonderful new friends. I only regret that my ability with sign language is so meager. I hope it will have improved greatly by the time we meet again.

Mrs. Williams has been so busy all day, that I have not been able to see her and give her your good wishes, but I promise to do so before the day is out.

With all good wishes,

Louise

Louise E. Scott
Research Associate

LES:pao

*Teacher, Title III Project No. 70-3-22, FY 71

SPONSOR Media Services and Captioned Films, Division of Educational Services, Bureau of Education for the Handicapped, U. S. Office of Education

PROJECT LIFE

LANGUAGE
IMPROVEMENT to
FACILITATE
EDUCATION

National Education Association
1201 Sixteenth Street, N.W
Washington, D.C. 20036
Telephone (202) 833-4147

March 31, 1971

Miss Elizabeth Foster
Indiana School for the Deaf
1200 E. 42nd Street
Indianapolis, Indiana 46205

Dear Miss Foster:

It was a pleasure for me to meet you and to know of the work you are doing with Project LIFE materials in your classroom. I was glad to learn that you feel your students have benefitted from their use of the filmstrips.

I was especially interested in the fact that you are making use of the Frostig perceptual training materials also. I hope that at the end of the school year you will find it possible to give us some subjective evaluation on the correlative nature of the Frostig and Project LIFE materials.

Please keep us informed about your ingenious invention of supplementary materials. These are valuable ideas which other teachers would like to know about also.

Best wishes to you in your very challenging endeavor. I hope when your program triples in size and you are faced with a triple challenge, you will find it a pleasant consequence.

Cordially yours,

Louise Scott

Louise E. Scott
Research Associate

LES:pao

PROJECT LIFE

LANGUAGE
IMPROVEMENT to
FACILITATE
EDUCATION

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Telephone (202) 833-4147

March 31, 1971

Mr. Wendell Fewell, Principal
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Mr. Fewell:

It was a pleasure for me to have visited at your school on Wednesday, March 24. Mrs. Atkins of your staff had made excellent arrangements for me to meet with those persons using the Project LIFE materials.

In addition, Mr. and Mrs. Stanfill extended much hospitality, making my brief visit a most pleasant one.

I hope that if you or any members of your staff have occasion to be in Washington, D. C. you will visit Project LIFE and give us an opportunity to return the courtesies extended to me.

Sincerely yours,

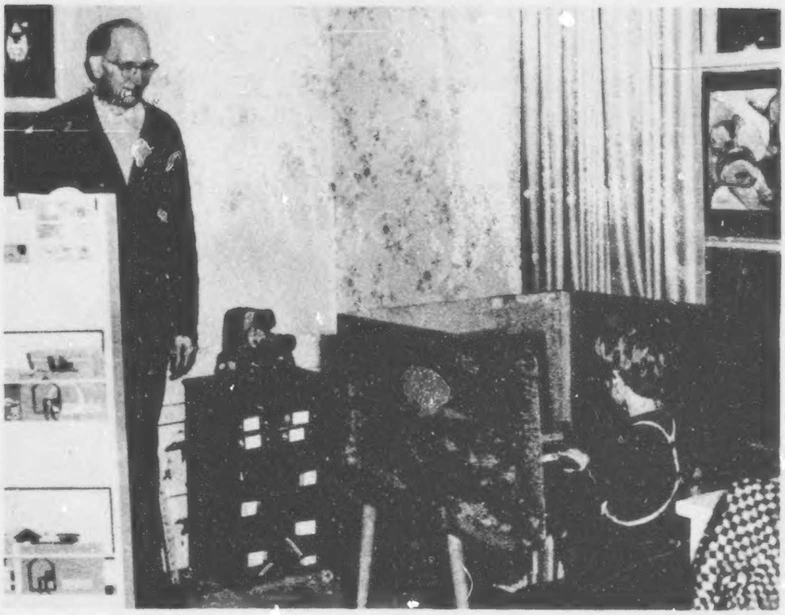
Louise E. Scott

Louise E. Scott
Research Associate

cc. Mrs. Atkins

LES:pao

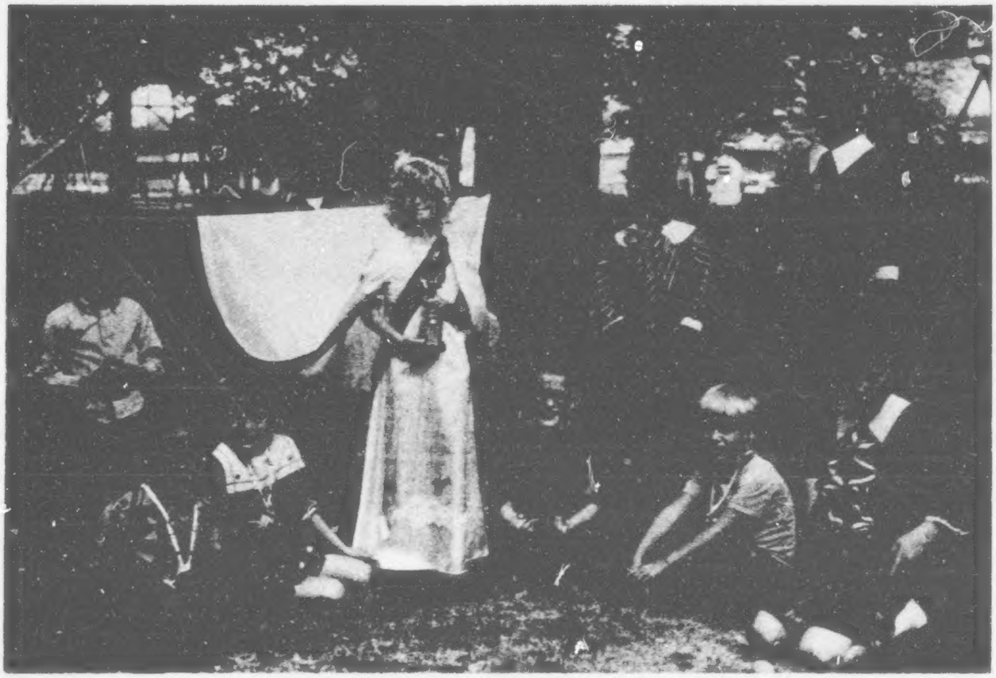
Booth and stand for
Project LIFE machine
and materials



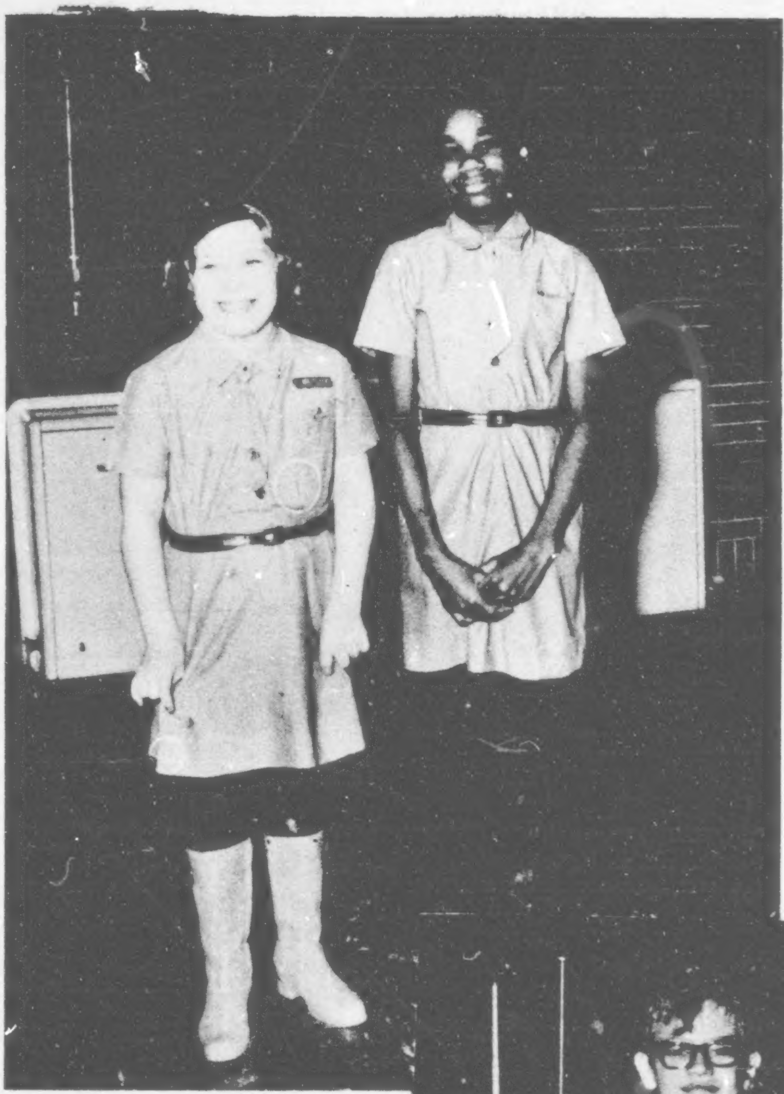
MR. HOWARD EVANS, LIFE MEMBER OF THE TELEPHONE PIONEERS OF AMERICA, CHAPTER NO. 77, WESTERN ELECTRIC, CONTINUES TO MAKE EQUIPMENT TO MEET THE SPECIFIC NEEDS OF OUR CLASSES

Candy store

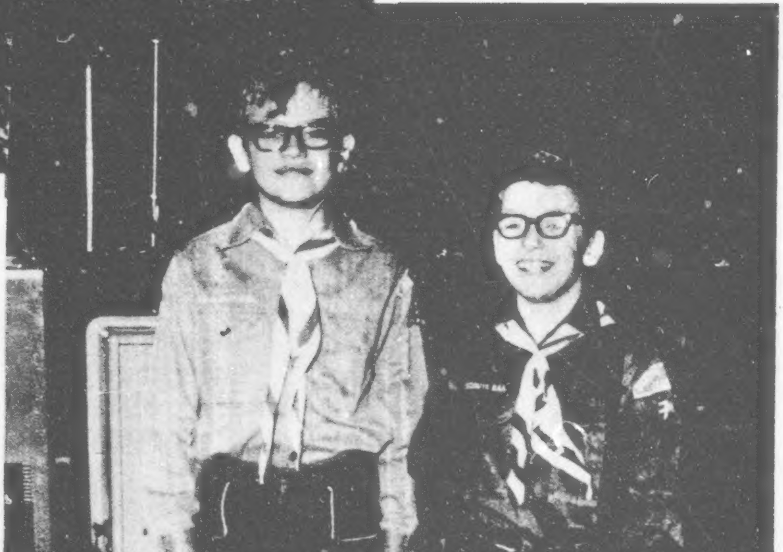
LORA, ONE OF THE STUDENTS IN THE MULTIPLY HANDICAPPED UNIT DISPLAYED HER NEWLY ACQUIRED SOCIAL GRACES WHEN SHE WAS ELECTED QUEEN OF GREENVILLE, INDIANA, DURING THE VACATION.



WE SAW "CHRISTMAS AT THE ZOO" WITH OUR FRIENDS IN THE ODD COUPLES CLASS AT NORTHMINSTER PRESBYTERIAN CHURCH OF INDIANAPOLIS



WE ARE PROUD MEMBERS OF
THE SCOUTING PROGRAM AT
THE INDIANA SCHOOL FOR
THE DEAF



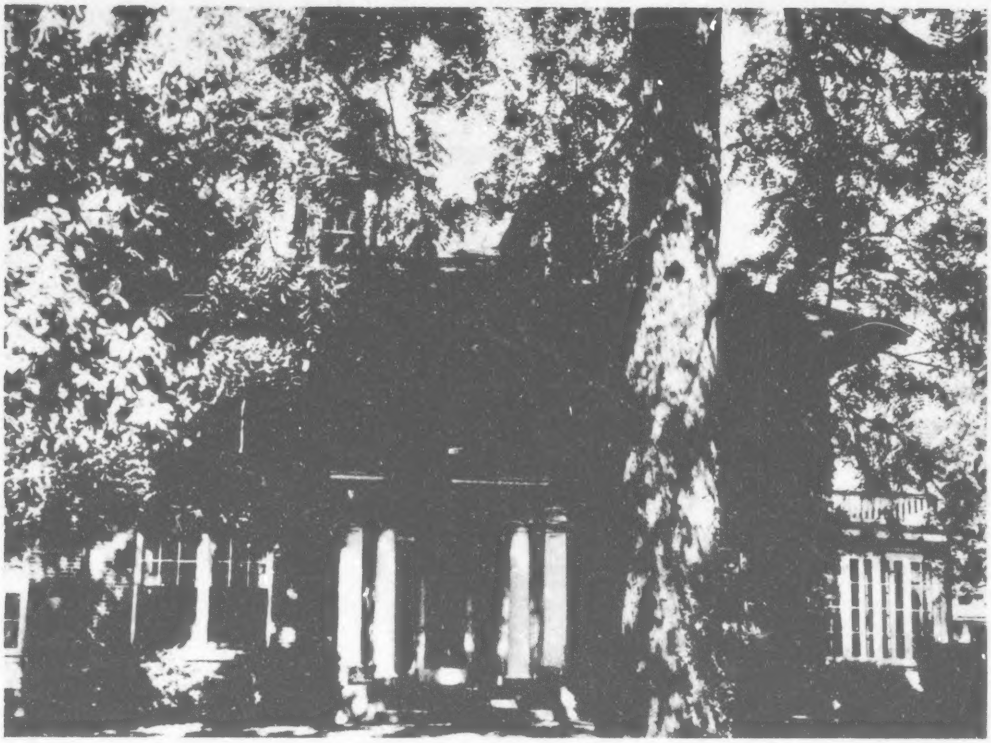
THE LADIES OF THE WAVELAND WOMENS DEPARTMENTAL CLUB HELPED US CELEBRATE CHRISTMAS

LADIES OF THE TELEPHONE PIONEERS OF AMERICA, CHAPTER NO. 77, WESTERN ELECTRIC, BROUGHT THE EASTER BUNNY TO VISIT US

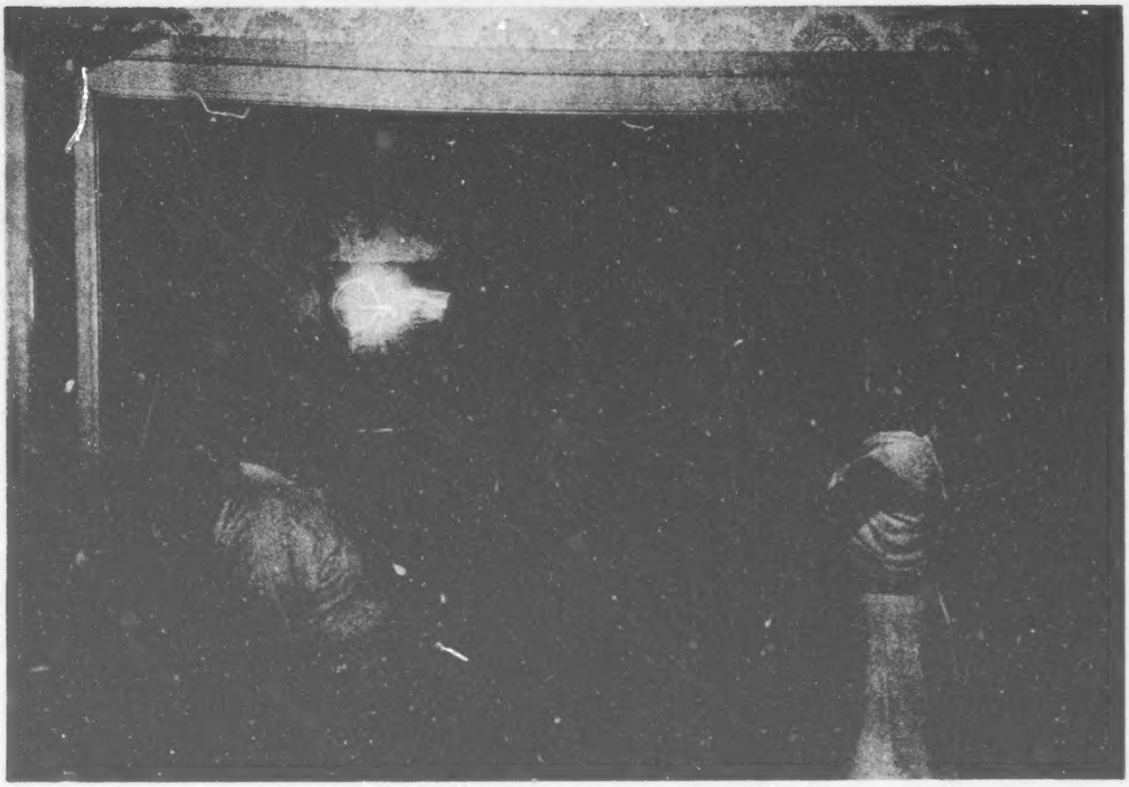
SANTA AND HIS GOOD FRIENDS FROM WESTERN ELECTRIC'S PIONEER CLUB PAID US ANOTHER WELCOME VISIT

"SEE WHAT SANTA BROUGHT FOR ME!"

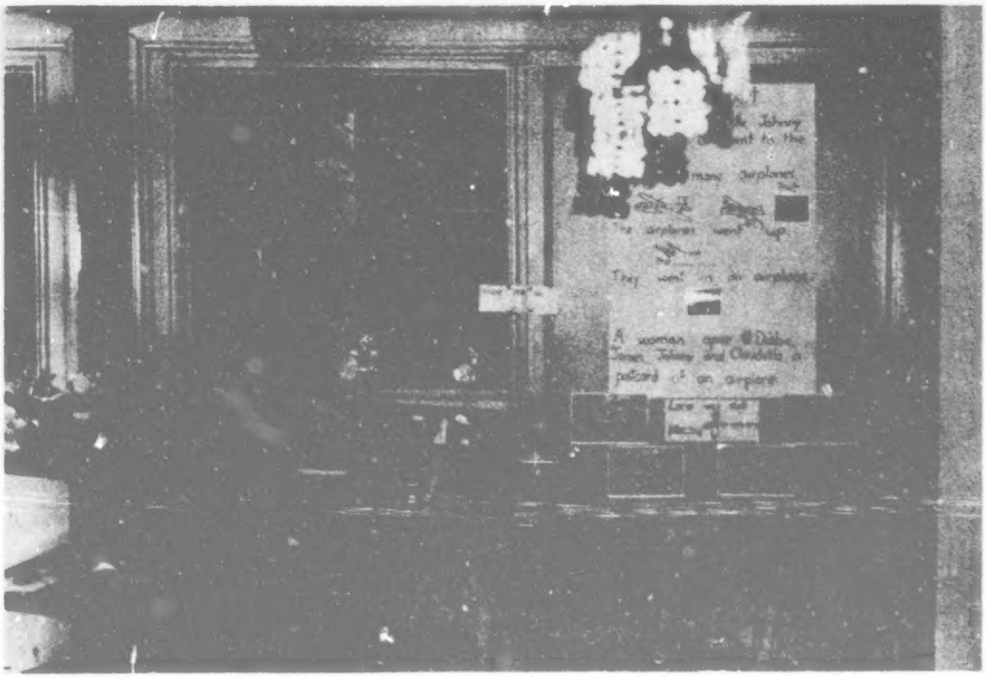
IV. LEARNING ACTIVITIES

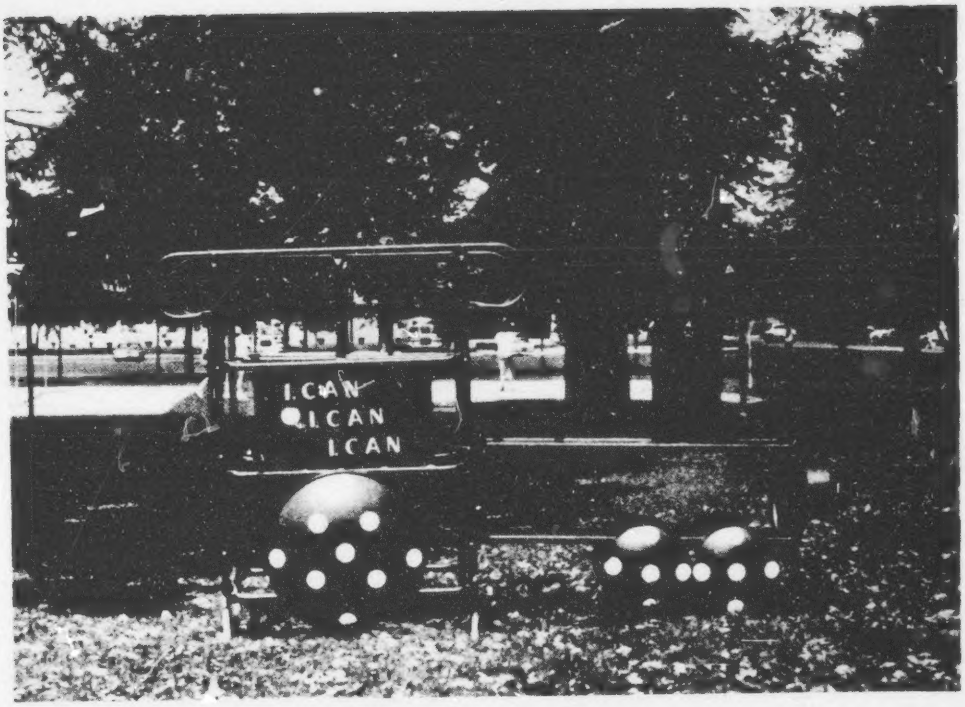


FRONT AND REAR VIEWS OF RESIDENCE CONVERTED FOR
TITLE III MULTIPLY HANDICAPPED UNIT

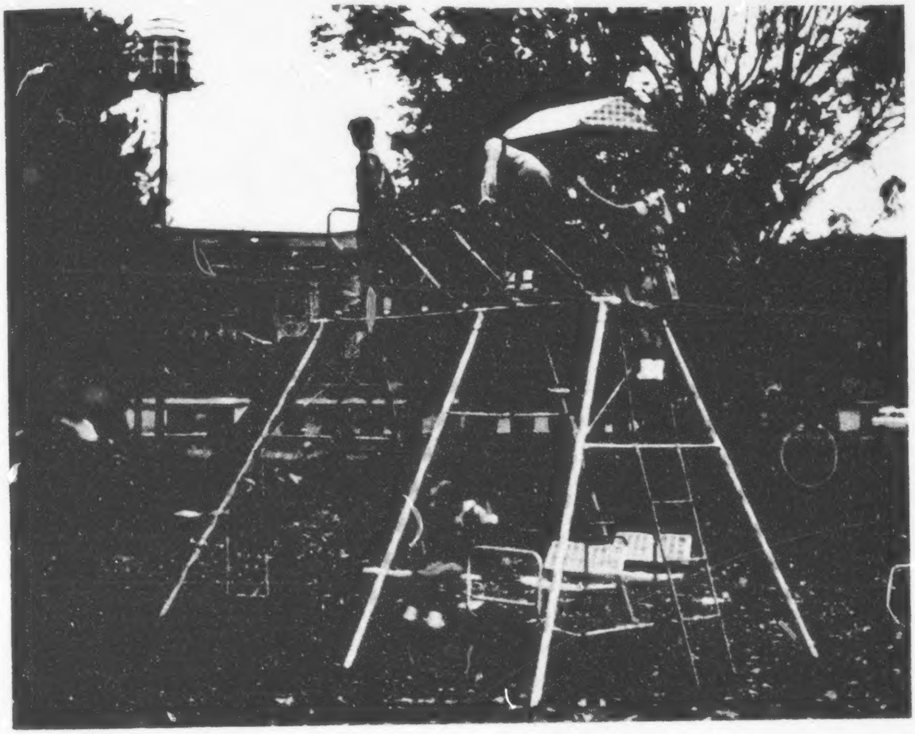


BEFORE AND AFTER REMODELLING SCHOOL ROOM ENTRANCE

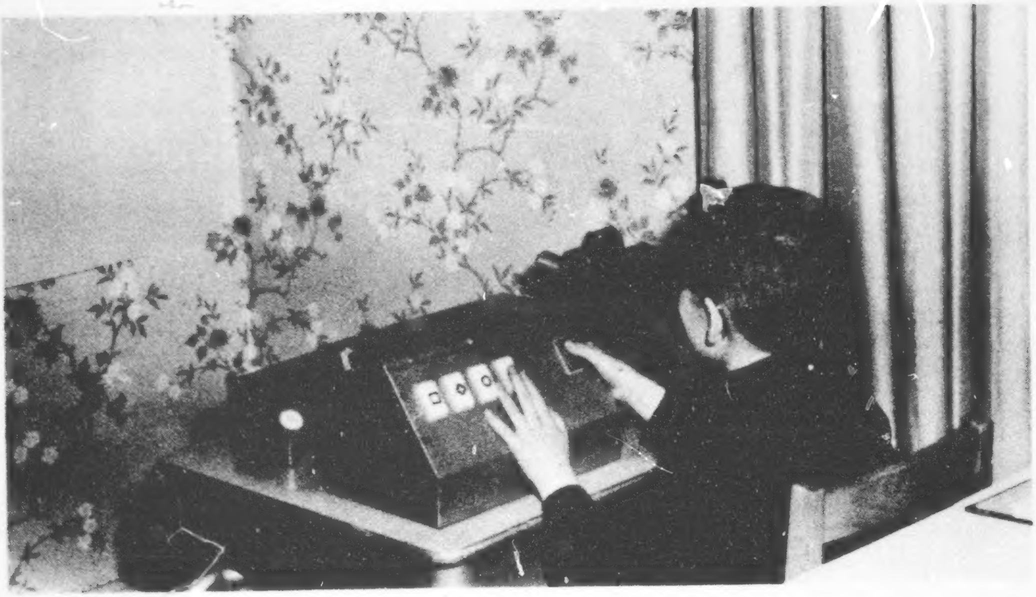

Johnny
went to the
many airplanes
The airplanes went up
They went in an airplane
A woman gave Debbie,
James, Johnny and Claudette a
postcard of an airplane


I CAN
I CAN
I CAN

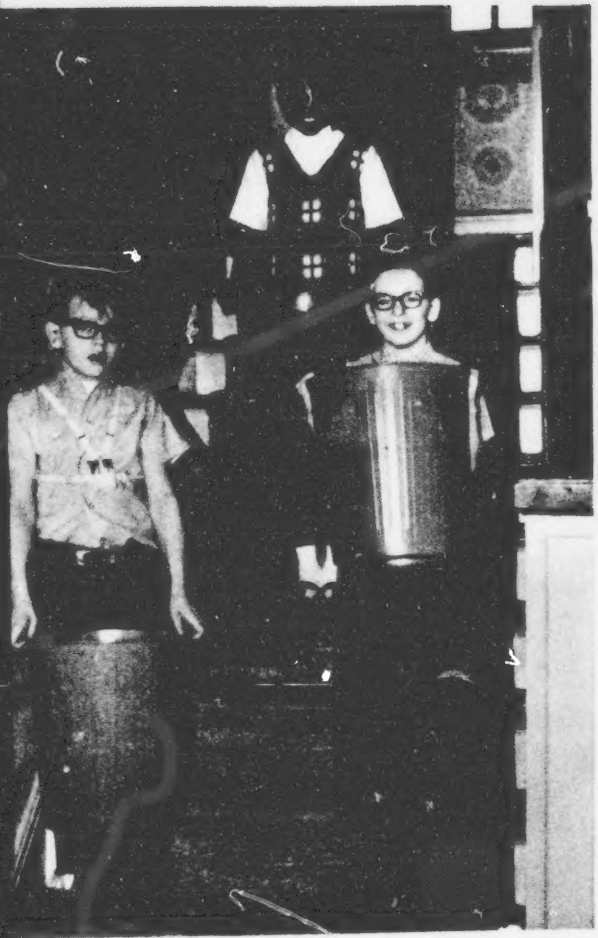
TITLE III MULTIPLY HANDICAPPED UNIT PLAYGROUND SCENES



CLASSROOM SCENE

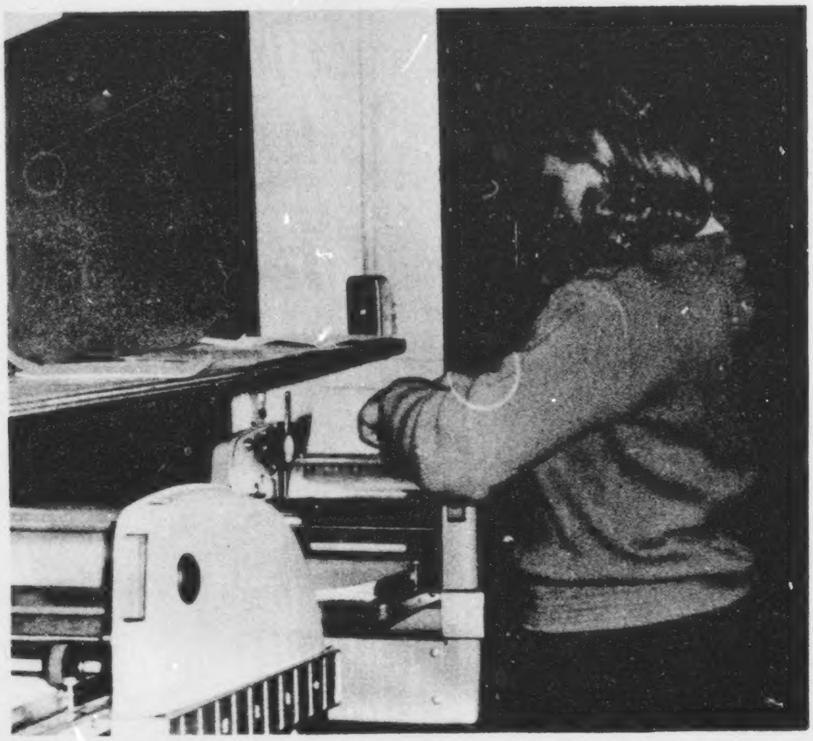


PROJECT LIFE EQUIPMENT IN USE



LEARNING TO SHARE RESPONSIBILITY

LEARNING BY DOING



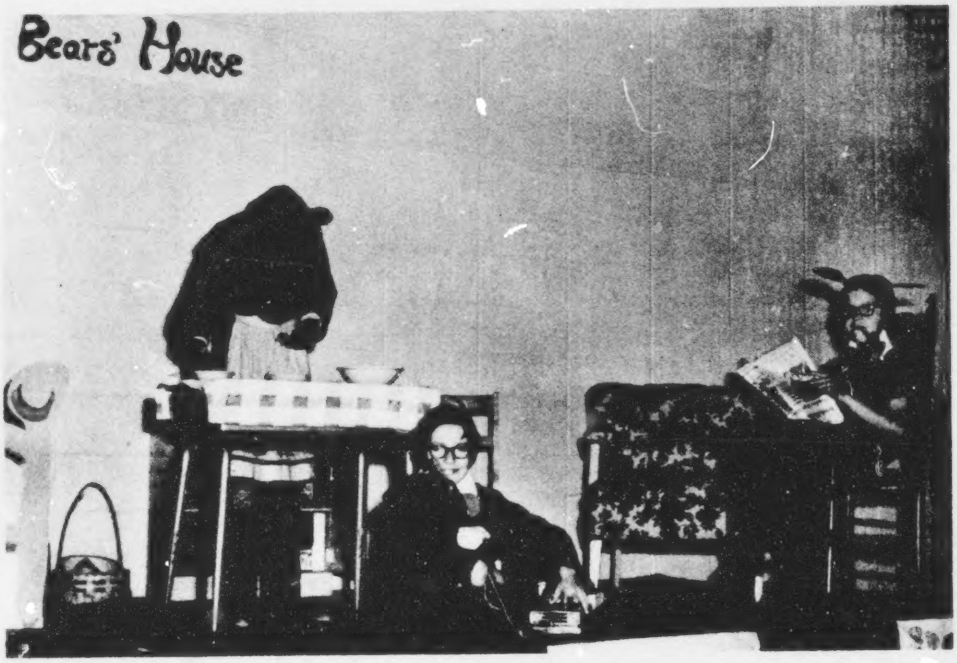
HOUSE PARENT/TEACHER AIDE PREPARES TEACHING MATERIALS IN INSTRUCTIONAL MEDIA CENTER

OVERHEAD PROJECTOR IN USE

MULTIPLY HANDICAPPED UNIT DRAMATIC PRODUCTION

Goldilocks' House

GOLDILOCKS LEAVES MOTHER AND HOME TO PLAY IN THE FOREST


Bears' House

MOTHER BEAR PREPARES PORRIDGE

MULTIPLY HANDICAPPED UNIT DRAMATIC PRODUCTION

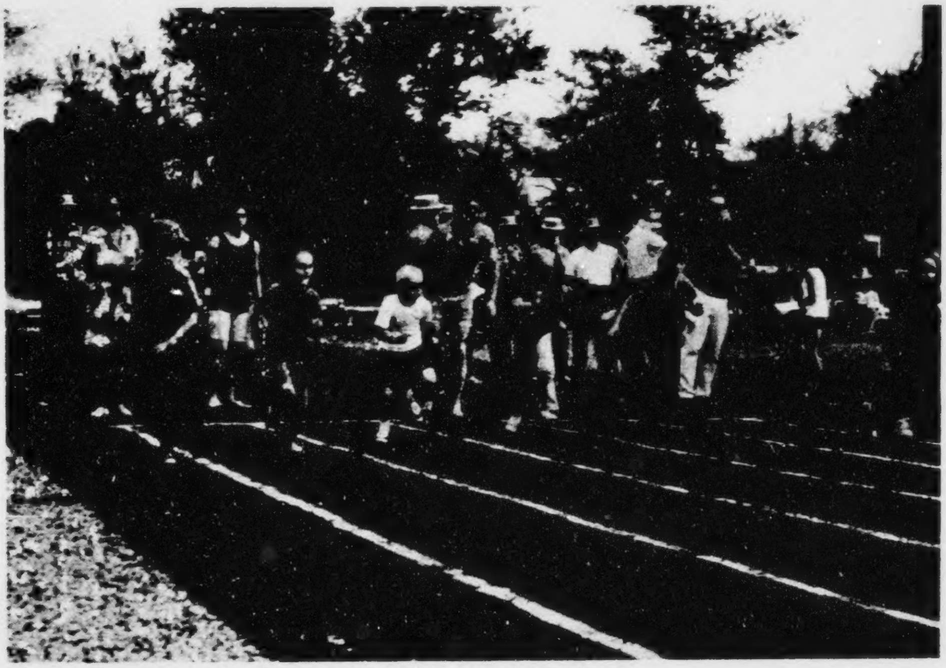
The Three Bears' House

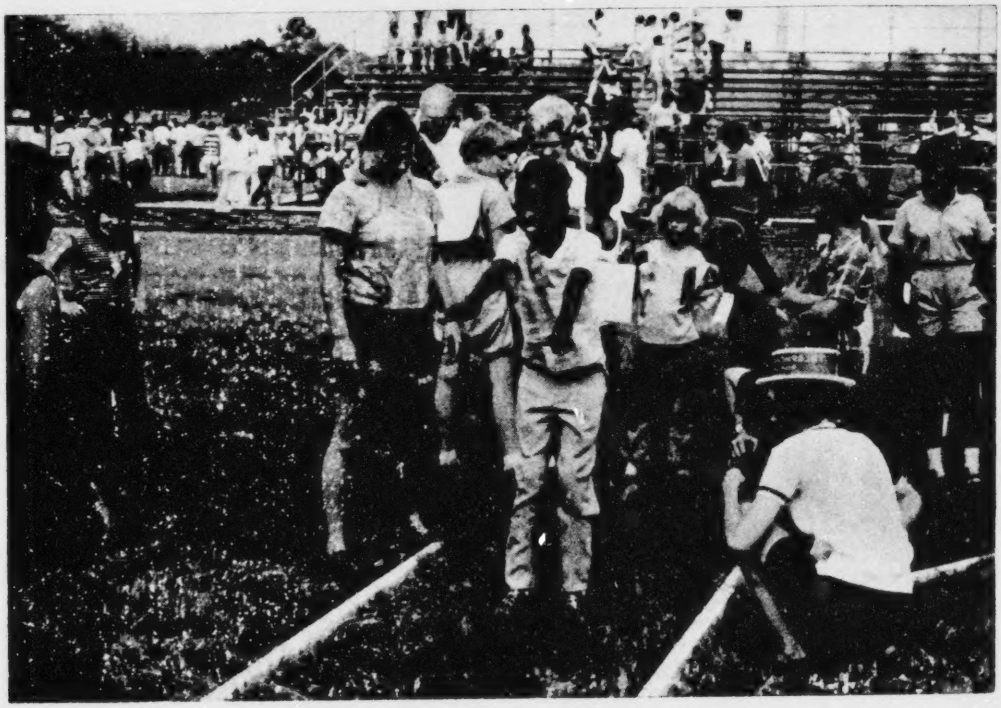
THE CAST ENJOYS WELL-EARNED APPLAUSE AND ENCORES

WE DEVELOP POISE AND COMMUNICATION SKILLS BY DOING "THE THREE BILLY GOATS GRUFF" FOR AN AUDIENCE OF OUR PEERS.

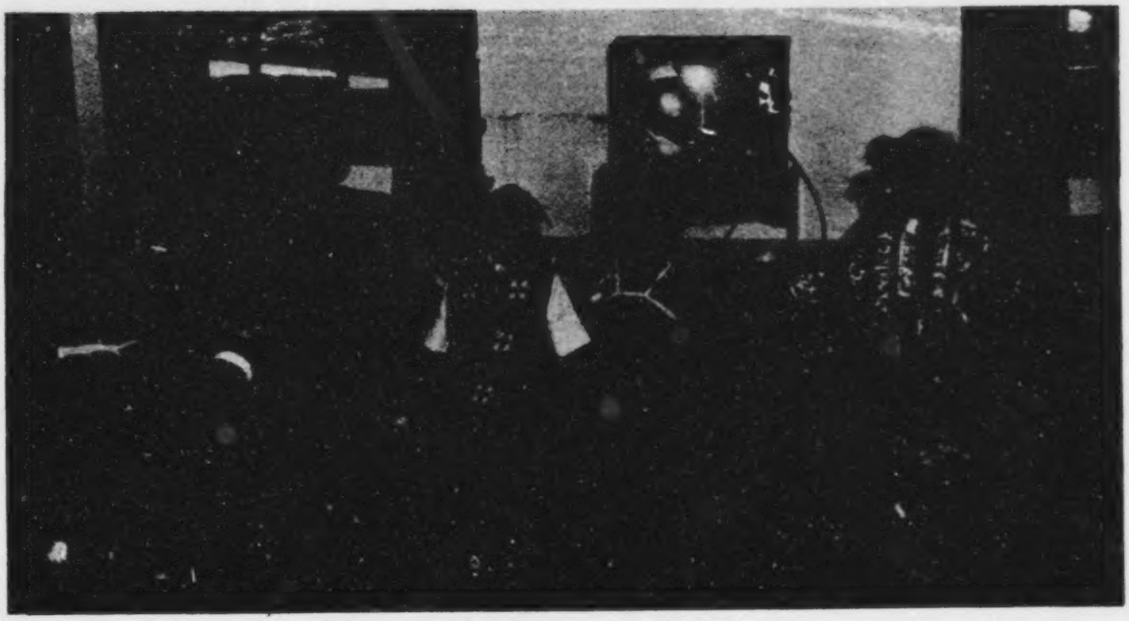
"SAY, THE AUDIENCE LIKES US!"

TITLE III MULTIPLY HANDICAPPED DEAF CHILDREN PARTICIPATE IN REGIONAL SPECIAL OLYMPICS

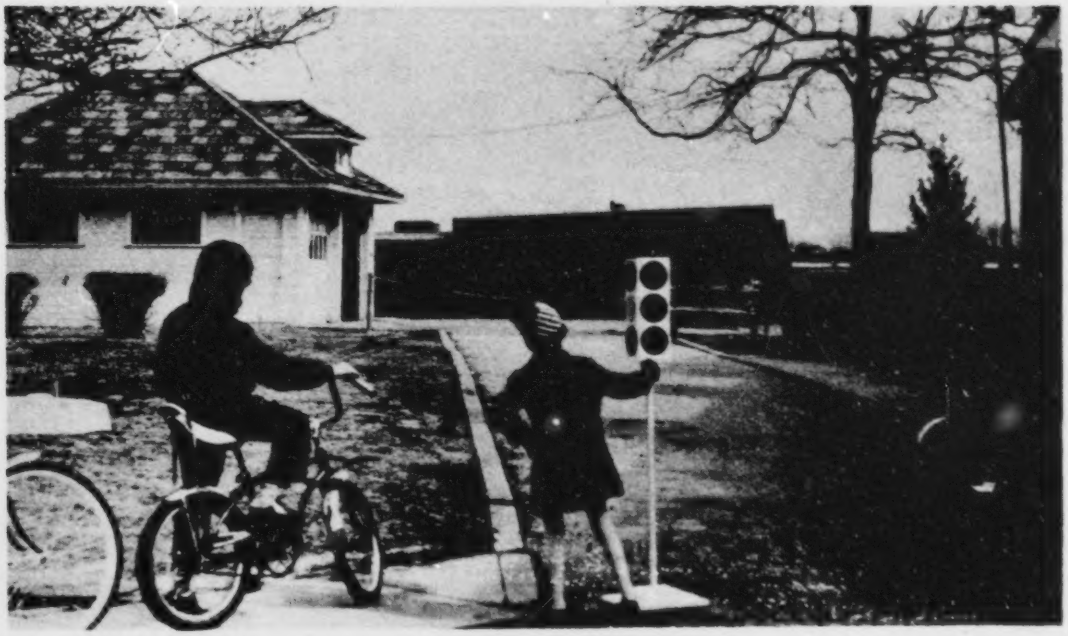




TITLE III MULTIPLY HANDICAPPED DEAF CHILDREN PARTICIPATE IN REGIONAL SPECIAL OLYMPICS



INDOOR FUN



SAFETY LESSON AND PLAY ARE COMBINED

above: CLAUDETTE LEARNS TO COOK WITH GIRLS FROM THE REGULAR SCHOOL PROGRAM

above: ART CLASS IS A FAVORITE MEANS OF SELF-EXPRESSION

left: CLEAN UP DUTIES MUST BE DONE AFTER CRAFTS CLASS

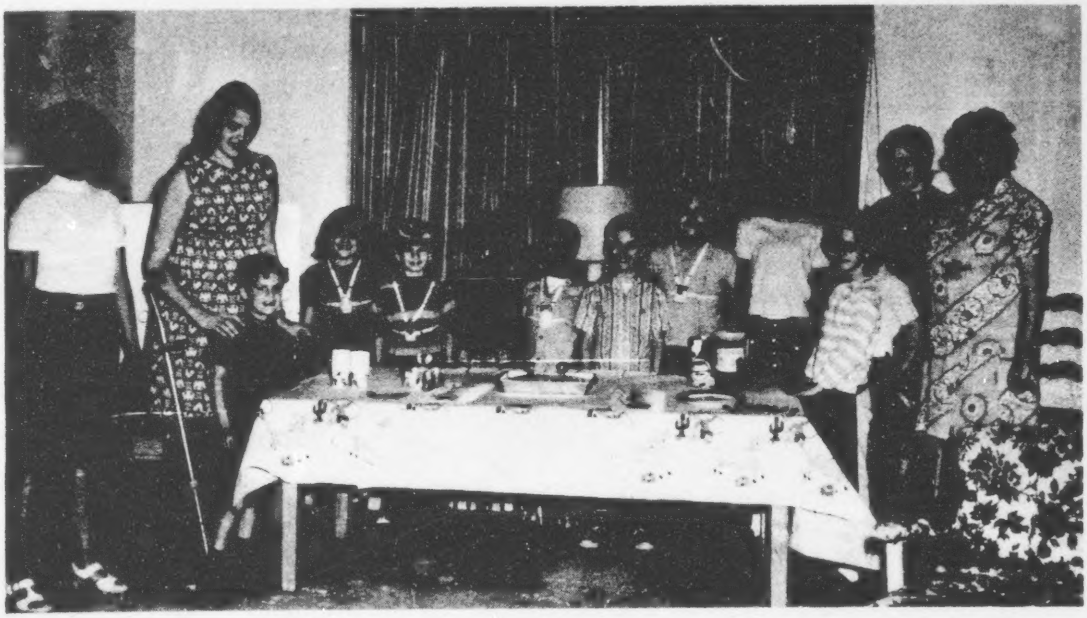
WE BAKED A CAKE AND GAVE A SURPRISE PARTY FOR OUR FRIEND MRS. GREY, TITLE I CONSULTANT.

OUR NEWLY DEVELOPED SOCIAL GRACES WERE PUT TO USE.

SHE LIKED OUR GIFT!

WE SHARE IN CARL'S JOY ON THE DAY OF HIS ADOPTION

BY GIVING HIM A "NEW NAME PARTY"



CARL'S FACE SHINES WHEN HIS NEW MOTHER JOINS THE PARTY